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The Use of Wordwall Interactive Media as a Learning Innovation to Foster Learning Motivation and Discipline in Pancasila Education Subjects for Third Grade Students at SD Muhammadiyah 4 Kandang Sapi Jebres

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A B S T R A C T

This study aims to describe the use of interactive media wordwall in improving learning motivation and discipline among third-grade students at SD Muhammadiyah 4 Kandang Sapi Jebres in Pancasila Education lessons. The study uses a descriptive qualitative approach with a case study design. Data were collected through interviews, observations, and documentation of teachers and students during the learning process. The results showed that the use of Wordwall was able to increase student learning motivation because learning became more interactive, interesting, and enjoyable. Students appeared more enthusiastic, focused, and active in participating in learning activities. The time and score features on Wordwall encouraged students to complete tasks better and fostered motivation to achieve. In addition, students' discipline also improved through compliance with game rules, time management, and responsibility in completing tasks. Although there were obstacles such as time constraints, network disruptions, and differences in students' digital abilities, teachers overcame them by adjusting the media, providing assistance, and preparing devices before learning. Thus, Wordwall can be an effective innovative learning medium to increase learning motivation and discipline among elementary school students.

1. Introduction

Education is a conscious and planned effort to develop the full potential of students, covering spiritual, personality, intelligence, and skill aspects (Law No. 20 of 2003). In the Indonesian context, Pancasila Education plays a strategic role in character building, particularly discipline, through the internalization of moral and social values from an early age (Hidayanto, 2025; Nugroho, 2020). However,

conventional learning methods result in low learning motivation among elementary school students, which leads to weak internalization of character values (Tayibu, 2025). Low learning motivation results in minimal student participation and concentration (Schunk, 2014; Aslamiyah, 2018). Therefore, learning innovation through interactive media such as Wordwall is needed, as it has been proven to increase learning motivation, student engagement, and foster discipline more effectively and meaningfully (Pratiwi et al., 2023; Lickona, 1991).

Learning media are tools used by teachers to convey material so that it is easier for students to understand and to increase the effectiveness of the learning process. Media functions as a communication medium between teachers and students, whether in print, audio, visual, audiovisual, or interactive digital form (Bates, 2019). The selection of learning media needs to be tailored to the learning objectives and student characteristics in order to optimally increase motivation, engagement, and conceptual understanding (Clark, 2023; Smaldino et al., 2019). In general, learning media consists of print, audio, visual, audiovisual, interactive, and collaborative media. Print media is easy to use but less interactive, while audio and visual media help students with auditory and visual learning styles. Audiovisual and interactive media are considered more effective because they can present material in an interesting way and encourage active student participation in learning (Goldie, 2016; Smaldino et al., 2019). Digital-based collaborative media also support interactive learning and cooperation among students (Garrison, 2020).

Learning media has the main function and purpose of clarifying learning messages, increasing motivation, and helping students understand the material more deeply and meaningfully (Abdulrahaman et al., 2020). In addition, learning media allows teachers to tailor learning to students' needs and learning styles, provide quick feedback, and connect theory to real-life contexts (Mayer, 2024). Media also plays a role in supporting distance learning and blended learning (Haleem et al., 2022). The benefits of learning media are not only limited to improving academic understanding, but also include increasing motivation, engagement, and character development in students, such as discipline, responsibility, and cooperation. With the right use of media, the learning process becomes more interesting, effective, and oriented towards developing students' cognitive, affective, and psychomotor aspects. For example, Wordwall offers customizable activities such as quizzes and matching games, which can enliven lessons and encourage deeper student engagement (Lubis, 2025).

ICT-based learning media is the use of digital technology such as computers, the internet, and mobile devices to support the learning process. ICT media serves to convey information, create interactive learning interactions, and expand students' access to diverse learning resources (Patel et al., 2022). Thus, ICT media has become an important component in 21st-century learning because it can increase the effectiveness of learning while also developing students' digital skills. Wordwall's success in increasing interest in learning is not only supported by data but also by several supporting factors (Azura, 2025). Wordwall is an effective and engaging learning medium that can be used as an interactive game in the classroom (Fibriana, 2025). The use of technology in the learning process is no longer just an

option but an urgent need to create a teaching and learning process that is more effective, engaging, and relevant to the times (Ifrianingsih, 2025).

Wordwall is a gamified digital learning medium used to present learning materials and evaluations through various web-based interactive games. This medium utilizes multimedia principles by combining text, images, sound, and animation to increase student engagement and optimize cognitive processes, especially in elementary school students (Arsyad, 2016). Wordwall not only functions as a learning aid, but also as a digital ecosystem that supports connectivist learning through technological networks (Ajito, 2024). Wordwall provides a variety of educational game features such as multiple choice quizzes, matching pairs, anagrams, word searches, and time-based games and challenges. These various templates encourage active student participation and make it easier for teachers to design interesting and varied learning evaluations. The diversity of these features makes Wordwall flexible for use in various learning materials (Aribowo, 2021).

The purpose of using Wordwall is to transform passive learning into interactive, student-centered learning through a gamification approach. This medium helps teachers create enjoyable learning experiences, improve material comprehension, and develop 21st-century skills such as critical thinking and collaboration (Nafian, 2024). The benefits of using Wordwall include increased student engagement and motivation, ease of learning evaluation, and efficiency in teacher work in planning and analyzing learning outcomes (Larasati et al., 2023). In addition, Wordwall supports blended learning, reinforces cultural values, and improves students' digital literacy. Therefore, teachers need to develop innovative learning strategies and media so that students can think actively and reflectively (Ainiyyah, 2025).

The advantages of Wordwall lie in its ease of use, design flexibility, attractive appearance, and availability of various free features that can increase student motivation and interaction. However, Wordwall also has limitations, such as dependence on the internet network, potential screen fatigue, limitations in exploring complex material, and data privacy issues if not managed properly (Sung et al., 2016). In general, Wordwall is used through the stages of selecting game templates, filling in material, carrying out activities individually or in groups, and utilizing automatic result reports for learning evaluation. With this procedure, Wordwall has been proven to be effective as an interactive learning and evaluation medium that can increase motivation, engagement, and the quality of learning in elementary schools (Zahro, 2020).

Learning motivation is a psychological drive from within and outside the learner that moves, directs, and maintains learning behavior to achieve certain goals (Harun, 2021). Learning motivation includes cognitive, affective, and social aspects that influence student engagement and persistence in the learning process (Hidayah, 2016). Within the framework of Self-Determination Theory, learning motivation exists on a spectrum from amotivation to intrinsic motivation that arises from interest and satisfaction in learning itself. In the Indonesian context, learning motivation is also influenced by the values of togetherness and mutual cooperation in line with Pancasila. In general, learning motivation is divided into intrinsic and

extrinsic motivation. Intrinsic motivation comes from within the student, such as interest, curiosity, and satisfaction in learning, while extrinsic motivation is influenced by external factors such as grades, rewards, and social recognition (Emda, 2018). Both types of motivation play an important role in maintaining the learning enthusiasm of elementary school students at an optimal level.

Learning motivation aims to encourage students to be active, persistent, and focused in achieving learning objectives, as well as to maintain learning resilience in the face of challenges (Fernando et al., 2024). In addition to improving academic achievement, learning motivation also plays a role in fulfilling students' psychological needs and shaping positive character (Ryan, 2017). The benefits of learning motivation can be seen in increased engagement, academic achievement, perseverance, and the strengthening of student character traits such as responsibility and discipline (Azhar, 2024). Conversely, low learning motivation can hinder students' academic development and psychological well-being, especially if their basic and psychological needs are not met. Learning motivation can be identified through several key indicators, such as interest and enthusiasm in learning, the drive to achieve success, perseverance in completing tasks, and active involvement in engaging learning activities (Uno, 2023). These indicators form the basis for assessing students' level of learning motivation in this study.

Discipline is an attitude of obedience and self-control in complying with applicable rules and norms to create order and social responsibility. In the perspective of character education, discipline is understood as part of moral formation that includes moral knowledge, feelings, and actions (Lickona, 1991). In Indonesia, the value of discipline is closely related to the values of Pancasila and has been the foundation for nation character building since elementary education (Kaelan, 2013). In general, discipline can be divided into positive discipline and negative discipline. Positive discipline emphasizes internal awareness and motivation, while negative discipline is more oriented towards external control and punishment (Bear, 2010). In the context of elementary schools, a democratic and restorative approach to discipline is considered more effective in fostering a sustainable character of discipline (Ma'sumah, 2015).

The purpose of implementing discipline in schools is to shape responsibility, self-control, and create an orderly, safe, and conducive learning environment. Discipline also serves as a means of character building and effective learning habits. Discipline provides various benefits, including improving learning achievement, suppressing negative behavior, and strengthening students' moral and ethical development. However, the application of discipline that is too rigid or punishment-oriented can cause psychological pressure, reduce motivation, and inhibit student creativity (Bear, 2010). Therefore, discipline needs to be applied proportionally, consistently, and accompanied by teacher role modeling. The indicators of student discipline in this study include: (1) arriving on time, (2) completing assignments on time, (3) obeying school rules, and (4) maintaining classroom order, which is a synthesis of various previous studies (Chandra, 2023).

The purpose of this study is to describe the process of utilizing the interactive media Wordwall as a learning innovation in Pancasila Education for third-grade students at SD Muhammadiyah 4 Kandang Sapi Jebres. In addition, this study aims to explore the effect of using the interactive media Wordwall on the learning motivation and discipline of third-grade students in Pancasila Education. This study also aims to identify various supporting and inhibiting factors in the use of interactive Wordwall media to foster learning motivation and the value of discipline among third-grade students in Pancasila Education at SD Muhammadiyah 4 Kandang Sapi Jebres.

2. Methodology

This study uses a qualitative approach to examine in depth the use of Wordwall interactive media as a learning innovation in improving student motivation and discipline in Pancasila Education in grade III at SD Muhammadiyah 4 Kandang Sapi. The qualitative approach was chosen because it allows researchers to understand learning phenomena comprehensively and contextually through descriptive data in the form of words, behaviors, and documents, without using statistical analysis (Sugiyono, 2019). This approach is relevant for revealing students' learning experiences and the role of teachers in managing interactive media-based learning.

The research design used was a case study. This study focused on one bounded case, namely the implementation of Wordwall media in Pancasila Education learning at a particular educational unit. According to Yin (2018), case studies aim to gain an in-depth understanding of a phenomenon in a real-life context through the use of various data sources. This design was chosen to explore the process, obstacles, and impact of Wordwall media implementation on the learning motivation and discipline of third-grade students. The research limitations included the research location at SD Muhammadiyah 4 Kandang Sapi, the research subjects consisting of students, teachers, and the principal, and the implementation period of one semester.

The research was conducted for three months, from August to October 2025, in accordance with the odd semester academic calendar. The entire series of research activities, from preparation, data collection, to analysis and reporting of results, was carried out in a planned and systematic manner. The research location included classrooms and computer labs used as supporting facilities for the application of Wordwall interactive media. The research objects consisted of material and formal objects. The material objects of the research were the third-grade Pancasila Education learning process that utilized Wordwall interactive media, including quizzes and educational games, as well as supporting documents such as report cards and student discipline records. The formal objects of the research focused on increasing student motivation to learn, as demonstrated through interest and active participation, as well as strengthening character discipline, as reflected in compliance with rules, responsibility, and order during learning. This research was

conducted in the context of implementing the Merdeka Curriculum in elementary schools.

The research subjects were selected using purposive sampling techniques, considering their direct involvement and relevance to the research focus. The research subjects included third-grade students as the main subjects, one Pancasila Education teacher as the learning facilitator, and the principal as a key informant. The selection of subjects aimed to obtain in-depth and diverse data to support the validity of the findings. All research subjects participated voluntarily by upholding research ethics principles, including confidentiality of identity and data.

The research data consisted of primary and secondary data. Primary data was obtained through non-participatory observation, semi-structured interviews, and documentation. Observations were conducted to observe students' learning motivation and disciplinary behavior during the learning process. Interviews were used to explore the perceptions and experiences of students and teachers regarding the use of Wordwall. Documentation was used to strengthen the data through analysis of student reflection journals, report cards, and discipline records. Secondary data was obtained from school documents and relevant scientific literature as a theoretical basis. Data validity was maintained through source and method triangulation techniques and member checks to ensure the credibility and consistency of the findings (Lincoln, 1985). Data analysis was conducted using descriptive qualitative analysis using the Miles and Huberman interactive analysis model, which includes data reduction, data presentation, and conclusion drawing. Through these stages of analysis, a comprehensive picture was obtained regarding the relationship between the use of Wordwall interactive media and the increase in student learning motivation and disciplinary character.

3. Result and Discussion

SD Muhammadiyah 4 Kandang Sapi Jebres is a private elementary school under the auspices of the Muhammadiyah Surakarta Primary and Secondary Education Council, located at Jalan Kolonel Sutarto No. 65, Jebres, Surakarta. Founded in 1985, the school is committed to quality education, religious values, and character building. As it has developed, the school has improved its facilities, teacher quality, and technology integration, including the use of interactive media such as Wordwall since the 2020 pandemic to increase student motivation and engagement. The school is led by Mrs. Siti Muyassaroh, S.Pd., with a vision to nurture students who are faithful, knowledgeable, noble, and excellent, and is equipped with supporting facilities such as classrooms, computer labs, a library, a prayer room, and multimedia equipment.

The third-grade classroom environment supports active and collaborative learning with spacious rooms, good lighting and circulation, and flexible seating arrangements. Visual media, whiteboards, LCD projectors, speakers, and simple teaching aids facilitate understanding of the material. The inclusive and supportive classroom atmosphere encourages positive interaction, active participation,

cooperation, and discipline among students. Grade III teachers act as facilitators and implementers of Wordwall interventions, while students are selected based on their activity and involvement, so that the perspectives of both parties provide a comprehensive picture of the effectiveness of the media. Before the use of Wordwall, Pancasila Education learning was conventional, with low student involvement, one-way interaction, and unformed discipline. These conditions indicate the need for interactive media-based learning innovations to increase motivation and shape students' disciplinary character.

Interest and Enthusiasm in Learning

Indicators of student interest and enthusiasm were evident during Pancasila Education lessons using Wordwall, where students appeared excited and happy to participate in activities. Interviews with third-grade teachers on October 22, 2025 showed that Wordwall increased student participation and focus. The teacher stated, "When we started using Wordwall, the children immediately became enthusiastic and wanted to join in right away... Compared to the usual methods, Wordwall makes children more focused and interested." The teacher added that students liked the interactive questions and scores the most, which motivated them to try again. The results of the teacher interview are shown in Table 1.

Table 1. Teacher Interview Results

No	Indicator	Questions	Answer
1.	Interest and enthusiasm in learning	1. How enthusiastic are students when teachers start using Wordwall in Pancasila Education lessons?	The students looked very enthusiastic when Wordwall was introduced. They showed expressions of joy, focused on the screen, and were immediately interested in participating in the learning activities.
		2. Did the students seem enthusiastic when playing the wordwall game?	Yes, the students seemed more enthusiastic than in previous lessons. They actively waited for their turn and showed interest throughout the game.
		3. To what extent does Wordwall make students more interested than previous methods?	*Wordwall makes students much more interested because learning feels like playing, so students don't get bored easily.*
		4. Which part of the word wall attracts students' attention the most?	The visual display, animations, and scoring system are the aspects that attract the most attention from students.
2.	The desire and drive to achieve success	1. Do students show a desire to get the best score when playing Wordwall?	Yes, students seem motivated to get high scores and feel happy when they answer questions correctly.
		2. How do students attempt to complete challenges or levels in Wordwall?	Students try to complete each question until the end and try again if they make a mistake.

No	Indicator		Questions	Answer
		3.	Does the use of Wordwall make students more eager to understand Pancasila material?	*Wordwall encourages students to understand the material so they can answer questions correctly.*
		4.	Did students show motivation to improve their learning outcomes after using Wordwall?	Yes, students showed motivation to improve their learning outcomes by paying more attention to the material and trying to answer questions correctly.
3.	Perseverance in completing tasks	1.	How do students respond when they have difficulty answering questions on Wordwall?	Students do not give up easily; they ask their teachers or try again to find the correct answer.
		2.	Did the students keep trying until the wordwall game was finished?	Students do not give up easily; they ask their teachers or try again to find the correct answer.
		3.	To what extent do students demonstrate a never-give-up attitude when working on Wordwall assignments?	The students showed a never-give-up attitude by continuing to try even though they got some answers wrong.
		4.	Does Wordwall help students study Pancasila material more diligently?	*Wordwall helps students become more diligent because learning feels fun and challenging.*
4.	Active involvement in engaging learning activities	1.	How actively do students ask or answer questions when Wordwall is used?	Students became more active in asking and answering questions during the learning process.
		2.	Does Wordwall make students more engaged in class discussions?	Yes, Wordwall makes students more engaged in class discussions, both when discussing answers and when giving feedback.
		3.	How do students engage when working together or taking turns playing Wordwall?	Students are able to work together and take turns well according to the teacher's instructions.
		4.	Does Wordwall help students focus more on the learning process?	*Wordwall helps students stay focused on the learning process because the learning activities are structured and engaging.*

Interviews with students supported these findings. Students said that Wordwall made learning more fun and interesting than conventional methods. Student 1 said, “When the teacher starts Wordwall, I'm really happy, ma'am, and I want to play right away.” Another student added, “Wordwall makes me want to know the correct answer, so I understand the lesson better.” The interactive elements, level challenges, and scores are the main attractions, fostering motivation and enthusiasm for learning. Class observations showed that students were focused, enthusiastic, and actively waited their turn to play in an orderly manner. Students followed the

game enthusiastically, tried to answer questions correctly, and seemed more interested than with the previous method. Teacher documentation and photos of activities also showed students' happy expressions, active participation, and attention to the material. Based on a combination of interviews, observations, and documentation, it can be concluded that Wordwall is effective in increasing student interest and enthusiasm, creating a fun learning atmosphere, and fostering motivation to learn in Pancasila Education.

Desire and Drive to Achieve Success

Students' desire and drive in Pancasila Education learning are reflected through their motivation to achieve optimal results and their sincerity in completing challenges. The results of interviews with third-grade teachers on October 22, 2025, show that the use of Wordwall interactive media fosters students' motivation to achieve. The teacher stated that students were enthusiastic about getting high scores, tried to understand difficult questions, and repeatedly tried to improve their answers. For example, “If there is a wrong answer, the children do not immediately stop. Instead, they ask why the answer is wrong and ask for another chance to get it right.” The teacher also mentioned that this media encourages students to understand the material more deeply, not just play.

Interviews with students reinforced these findings. Students expressed their desire to get the best scores, their determination to complete difficult levels, and their curiosity about the material. For example, one student said, “If the question is difficult, I read it again and think about it first so that my answer is correct,” and another student added, “Wordwall makes me want to know the correct answer, so I understand the lesson better.” This shows the students' internal drive to continue learning and improve their results. Classroom observations and teacher documentation show a consistent pattern. Students appear focused, enthusiastic, and strive to complete each challenge to the end. Mistakes do not make them give up, but rather motivate them to try again and pay closer attention to the questions. This drive also increases their confidence, enthusiasm for learning, and desire to improve their results in subsequent lessons. Thus, the use of Wordwall has proven to be effective in fostering students' desire and drive to achieve success. This medium is not only interesting, but also encourages motivation to achieve, continuous effort, in-depth understanding of the material, and the development of discipline and responsibility in the Pancasila Education learning process.

Perseverance in Completing Tasks

Indicators of student perseverance can be seen in their attitude of not giving up easily, their efforts to complete tasks to the end, and their sincerity in facing difficulties. The results of interviews with third-grade teachers on October 22, 2025, showed that students did not immediately give up when faced with difficult questions on Wordwall, but instead reread, thought, and asked questions so they could answer correctly. The teacher stated, “If the answer is wrong, the children do not despair. Instead, they want to repeat it so they can get it right.”

Interviews with students reinforced this. Students said that they continued to try to complete all the questions, tried again when they got it wrong, and were motivated to study more diligently so they could answer correctly. Student 1 said, “If the question is difficult, I read it again, ma'am, then think about it so I can answer correctly,” and Student 3 added, “If I get it wrong, I want to try again so I can get it right.” Observations showed that students were focused, followed the game until it was finished, tried to correct their answers when they failed, and followed the teacher's instructions in an orderly manner. Teacher documentation and Wordwall score lists also showed students' consistent efforts to achieve better results. Based on interviews, observations, and documentation, it can be concluded that Wordwall is effective in fostering students' perseverance in completing tasks, increasing focus, sincerity, and quality of learning in Pancasila Education.

Active Involvement in Learning Activities

Indicators of active student engagement can be seen in their courage to ask and answer questions, participation in class discussions, cooperation when taking turns playing Wordwall, and focus on following the learning process. The results of interviews with third-grade teachers on October 22, 2025, show that the use of Wordwall increases students' courage to ask and answer questions, and makes them more enthusiastic in discussions and cooperation. The teacher stated, “Since using Wordwall, the children have become more courageous in asking and answering questions. They want to keep participating.”

Student interviews reinforced this; students felt more courageous, actively participated in discussions, waited for their turn, helped their friends, and were more focused on the activities. Observations showed that students were enthusiastic about raising their hands, paying attention to the game, and interacting cooperatively with teachers and friends. Documentation in the form of teacher notes and photos of activities also showed active participation, focus, and high engagement from students. Based on interviews, observations, and documentation, Wordwall effectively increased student engagement, made Pancasila Education more interesting, and fostered participation, focus, and cooperation during the learning process.

Results of Discipline Character Data Collection

Arriving on Time

Discipline indicators were seen in students' punctuality before class, readiness to participate in activities, and changes in attendance after using Wordwall. Interviews with teachers and students showed that after Wordwall was used, students were more enthusiastic about arriving on time to play from the start, preparing their books and writing instruments, and sitting neatly in their places. Teachers stated, "Now the children are more excited to come to class. They want to play Wordwall from the start, so few are late." Students also expressed increased motivation and better discipline than before. Observation and documentation results support these findings, showing that student attendance is more stable, consistent, and ready to

participate in learning. In conclusion, Wordwall has a positive effect on student discipline in terms of punctuality and readiness to learn.

Completing Tasks on Time

Indicators of discipline can be seen in the accuracy of students completing Wordwall activities, their ability to manage time, and their motivation to complete tasks. Interviews with teachers and students show that after using Wordwall, students are faster and more punctual in completing games and follow-up tasks. Teachers stated, “The children usually finish playing Wordwall on time, ma'am. They can manage their own time and complete all the questions before the time runs out.” Students also expressed increased motivation because they wanted to complete the tasks correctly so they could continue playing Wordwall. The results of observations and documentation support these findings, showing that students were focused, followed the teacher's instructions, managed their time well, and submitted their assignments on time. In conclusion, Wordwall is effective in improving student discipline in completing tasks on time, increasing motivation, and accustoming students to working according to a schedule.

Obeying the Rules

Indicators of compliance can be seen in the students' ability to follow the teacher's instructions, understand the Wordwall rules, respond to directions, and obey classroom rules. Interviews with teachers and students show that Wordwall makes students more obedient, sit neatly, wait their turn, not be noisy, and complete the questions according to the instructions. The teacher stated, "The children follow all instructions before and during playing Wordwall. They sit neatly, listen to explanations, and follow the rules." Observations and documentation support these findings, showing that students are focused, orderly, polite in their interactions, and maintain calm while playing. In conclusion, Wordwall is effective in improving student compliance with rules, discipline, and creating an orderly and conducive classroom atmosphere during Pancasila Education lessons.

Maintaining Classroom Order

Indicators of orderliness can be seen in the students' ability to maintain order, wait in line neatly, follow the flow of the game, and create a controlled classroom atmosphere. Interviews with teachers and students show that Wordwall helps students stay focused, wait patiently for their turn, respect their friends, and play by the rules. Teachers stated, “Wordwall makes children more orderly, focused during games, and less noisy.” Students also confirmed that this activity kept them concentrated and respectful of their friends' turns. Observations and documentation support these findings: students lined up neatly, followed the flow of the game without cutting in line, and the classroom atmosphere remained conducive. Teacher notes and photos of the activity show the students' consistency in maintaining order, focus, and discipline. In conclusion, Wordwall is effective in fostering order, creating a conducive classroom atmosphere, and supporting the Pancasila Education learning process in an orderly and structured manner.

Wordwall Media Data Collection Results

Third-grade teachers used Wordwall features strategically to support Pancasila Education learning. The types of games were tailored to the material, such as quizzes, matching, maze chase, and wheel, with difficulty levels appropriate to the students' abilities. Templates, animations, sounds, timers, and leaderboards were used to make learning interesting, challenging, and motivating for students. Teachers explain how to play before the game, implement turns to maintain order, and use practice mode or randomizer to vary the questions. Wordwall is used flexibly for perception, practice, or evaluation. After the game, automatic reports are reviewed to assess students' understanding and learning progress.

Discussion

The Process of Utilizing Wordwall Interactive Media in Pancasila Education Learning

a. Learning Planning

Teachers prepare Wordwall by adjusting the basic competencies and material on "Rights and Obligations as Students." The learning objectives are formulated so that students can distinguish between rights and obligations, give examples, and demonstrate disciplined behavior. The achievement indicators are made simple and appropriate to the students' level of development. The types of games (quiz, matching, group sort, maze chase) are selected based on the visual and interactive characteristics of third-grade students. Teachers write simple questions, prepare lesson plans, supporting tools (laptops, projectors, internet connection), and anticipate technical and behavioral obstacles. This planning ensures that Wordwall is used effectively to reinforce material and increase motivation and discipline.

b. Learning Implementation

Introduction: Teachers begin the lesson with a prayer, attendance, and presentation of objectives. Stimulating questions are explored to tailor the material to the students' experiences, and Wordwall is introduced to build enthusiasm.

Main Activity: The teacher explains the concepts of rights and obligations in simple terms, then directs students to use five types of Wordwall games:

Quiz: multiple choice/true or false questions.

Open the Box: students choose a box containing questions.

Matching: matching rights and obligations with examples.

Spin the Wheel: spinning the wheel of question categories.

Anagram: arranging letters into words related to the material.

The teacher monitors student engagement, provides guidance, and emphasizes discipline such as waiting for their turn and obeying the rules of the game.

Closing: Reflection is done through questions, reinforcement of material, giving appreciation, homework, and closing prayers.

c. Teacher-Student Interaction

Interactions are active and focused. Teachers act as facilitators, providing direction, guidance, and constructive feedback. Students actively ask questions, discuss, and explore through games. Wordwall enhances two-way communication, engagement, and builds positive pedagogical relationships, thereby increasing student enthusiasm and understanding.

d. Documentation of Learning Activities

The documentation photos show students' active engagement, attention to the projector screen, group discussions, and taking turns to play. Students appear focused, enthusiastic, and cooperative in completing the game. The documentation supports the evidence that Wordwall increases engagement, interactivity, and understanding of the material.

e. Analysis of the Learning Process Based on Observation

Observations show that Wordwall attracts students' attention, encourages active participation, social interaction, and discipline. Students follow the rules of the game, wait for their turn, and remain focused. Teacher-student interaction is effective, with the teacher acting as a facilitator who guides and provides reinforcement. Students are able to relate the material to their daily experiences, demonstrating good understanding. Overall, the use of Wordwall is effective in increasing engagement, discipline, and understanding of material on rights and obligations, as well as creating a conducive classroom atmosphere.

The Effect of Wordwall Interactive Media on Student Learning Motivation and Discipline

a. Impact on Learning Motivation

The use of Wordwall in Grade III Pancasila Education lessons was proven to increase student learning motivation based on four indicators:

a. Interest and enthusiasm: Wordwall attracted students' attention from the start and maintained their enthusiasm for learning through visual displays and a variety of interactive games. This is in line with the principle of gamification, which increases emotional engagement and learning motivation.
b. Drive to achieve: The scoring system and immediate feedback motivate students to do their best and correct their mistakes, creating internal motivation and achievement orientation.

c. Persistence: Students show persistence in completing the game even when faced with difficulties, which reflects intrinsic motivation and continuous learning efforts (Schunk, 2014).
d. Active engagement: Student participation in discussions, answer selection, and interactive activities demonstrates participatory and meaningful learning.

In conclusion, Wordwall increases student interest, achievement motivation, persistence, and active engagement, thereby building consistent, outcome-oriented learning motivation.

b. Impact on Discipline

Analysis of student discipline through four indicators shows the positive effects of Wordwall:

a. Arriving on time: Interest in interactive games encourages students to arrive early, forming time discipline.
b. Completing tasks on time: Game structure, time limits, and feedback increase responsibility and perseverance in completing tasks.
c. Obeying rules: Consistent game rules instill compliance with instructions and internalize discipline.
d. Maintaining classroom order: Wordwall creates a structured learning environment that encourages self-control and student order.

Thus, Wordwall is not only an attractive learning medium, but also an effective tool for shaping student discipline behavior in a sustainable manner.

Supporting and Hindering Factors in the Use of Wordwall Interactive Media

The use of Wordwall interactive media in Pancasila Education learning is supported by several factors. Student enthusiasm is the main factor, where their interest in games makes the learning process more focused and participatory (Arsyad, 2016). Teachers' ability to operate digital media also plays an important role, so that learning runs smoothly and the rhythm of the class is maintained. In addition, adequate school facilities, such as Wi-Fi, projectors, and speakers, as well as the suitability of the material to the type of game, also support the effective use of Wordwall. However, there are several obstacles, including unstable internet connections, limited learning time, students' limited skills in using digital devices, and minor technical disturbances such as sound or display glitches (Munir, 2017). To overcome this, teachers can prepare alternative media or offline modes, choose shorter games, provide brief instructions and simulations, form peer support groups, and check devices before learning. With this strategy, the use of Wordwall can be more optimal, increasing the effectiveness and engagement of students in the learning process.

The use of Wordwall interactive media in Grade III Pancasila Education learning has proven effective in increasing students' motivation to learn, discipline, and understanding of the material on rights and obligations. Careful lesson planning, including adjusting the material to basic competencies, selecting interactive game types, and preparing facilities and anticipating obstacles, allows for smooth

implementation of learning. During the learning process, Wordwall encourages active interaction between teachers and students, increasing participation, perseverance, and involvement in learning activities, while fostering a conducive classroom atmosphere. The use of Wordwall significantly increases student motivation to learn through interest, encouragement to achieve, perseverance, and active involvement. In addition, this media plays a role in shaping discipline, as seen in punctuality, task completion, compliance with rules, and classroom order. Supporting factors include student enthusiasm, teachers' ability to operate digital media, adequate school facilities, and the suitability of the material to the game format. Constraints that arise, such as unstable internet connections, time constraints, and students' difficulties in using devices, can be overcome through strategies such as preparing alternative media, simplifying instructions, dividing students into groups, and conducting technical checks before learning. Thus, Wordwall is not only an engaging learning medium but also an effective tool for continuously improving student motivation, discipline, and understanding, making the learning process more interactive, enjoyable, and meaningful.

4. Conclusion

Based on research conducted on October 22, 2025, the use of Wordwall interactive media in Pancasila Education in the third grade of Muhammadiyah Kandang Sapi Elementary School had a positive effect on student learning motivation and character building. This media was able to spark interest and enthusiasm from the start of the lesson, making students more prepared, excited, and motivated to participate in all activities. Interaction through Wordwall makes the learning process fun, active, and participatory, from the initial stage to the core activities. Wordwall encourages students to develop a drive to achieve, where they try to answer questions correctly, pay attention to their scores, and try again when they make mistakes. This shows a strong internal motivation to improve learning outcomes. Students' perseverance also increases, as they continue to complete the game even when faced with difficulties. Challenges that match students' abilities foster confidence and belief that their efforts will bear fruit, so that learning motivation is sustained.

Students' active engagement is reflected in their quick responses to teacher instructions, participation in games, and direct interaction with the material, making learning meaningful. In addition, Wordwall also shapes students' discipline, as seen in their punctuality, completion of tasks within deadlines, adherence to game rules, and maintenance of classroom order. This compliance is not merely following the teacher, but part of their responsibility in learning. The results of the study show a close relationship between motivation and discipline; motivated students are able to control their behavior and complete tasks, while positive disciplinary experiences support learning motivation. Overall, Wordwall improves the quality of learning, builds character, and creates a fun, challenging, and sustainable learning experience for third-grade students.

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