

The Influence of Using Interactive Learning Media Wordwall on the Learning Motivation in Fourth Grade Elementary School Students

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ABSTRACT : Learning motivation is an important factor in supporting students' active participation and achievement in elementary education. However, the use of interactive digital learning media to strengthen students' motivation remains limited in some elementary school classrooms. This study aimed to examine the effect of Wordwall as an interactive learning medium on the learning motivation of fourth-grade students at SD Negeri 6 Kendari. The novelty of this study lies in the application of Wordwall as a game-based and interactive digital learning medium specifically to improve learning motivation among fourth-grade elementary school students in the local context of SD Negeri 6 Kendari, as well as in the comparison of its effectiveness with conventional learning methods. This study employed a quantitative approach with a quasi-experimental design using a nonequivalent control group. The participants consisted of 70 fourth-grade students, with 35 students assigned to the experimental group and 35 students to the control group. Data were collected using a learning motivation questionnaire and analyzed using descriptive statistics, N-Gain analysis, paired-samples t-test, and independent-samples t-test. The results showed that the mean learning motivation score in the experimental group increased from 31.31 in the pretest to 42.46 in the posttest, with a mean N-Gain score of 0.68, categorized as moderate. In comparison, the control group obtained a mean N-Gain score of only 0.18, categorized as low. The paired-samples t-test yielded a significance value of 0.000 ($p < 0.05$), indicating a significant increase in the experimental group's learning motivation. Furthermore, the independent-samples t-test produced a significance value of 0.000 ($p < 0.05$), confirming a significant difference between the experimental and control groups. These findings indicate that Wordwall is more effective than conventional learning methods in increasing elementary school students' learning motivation. Therefore, Wordwall has the potential to serve as an innovative, interactive, and game-based digital learning medium for strengthening students' motivation and active engagement in elementary education.

Keywords: Wordwall, Interactive Learning Media, Learning Motivation, Elementary School, Quasi-Experimental Study.

INTRODUCTION

Education is a crucial aspect of developing an intelligent, capable, and character-driven generation that can compete in the global era. Through a planned and systematic educational process, students are provided with opportunities to develop their full potential. This process enables them to adapt effectively to rapid advances in science and technology while responding to the increasingly dynamic demands of the future.

Rapid technological advances have brought significant changes to various aspects of human life, including the education sector. This development has encouraged the implementation of 21st-century learning, in which technology is integrated as an essential component of the teaching and learning process. Beyond serving merely as a supporting tool, technology has become an important instrument for creating innovative learning experiences while enhancing students' critical thinking, creativity, communication, and collaboration skills. Rahayu and Luswati (2022) argue that the use of digital learning media enhances interaction between teachers and students, thereby creating a more engaging, active, and effective learning environment. In addition, the integration of technology into learning activities can support more interactive learning processes and technology-based assessment practices (Rustam & Ahmad, 2024).

At the elementary school level, the development of students' attitudes, interests, and learning motivation forms an important foundation for their academic success at subsequent levels of education. Psychologically, fourth-grade students are generally in the concrete operational stage of cognitive development. At this stage, students rely on clear and concrete visual representations to understand learning concepts more effectively (Imanulhaq & Ichsan, 2024). Learning motivation refers to the internal drive that encourages students to achieve their learning goals (Sardiman, 2018). Students with high levels of motivation tend to participate more actively, demonstrate greater persistence, and remain focused throughout the learning process. Conversely, students with low levels of motivation tend to be passive and show less enthusiasm for classroom activities. Learning motivation may also be influenced by the support and conditions surrounding students' learning experiences (Rustam et al., 2022).

One factor that can influence students' learning motivation is the use of learning media. Learning media function as educational tools that help teachers deliver subject matter more effectively while facilitating meaningful interactions between teachers and students. The use of innovative and interactive learning media is widely recognized as an effective strategy for increasing student engagement and strengthening learning motivation. According to Sapitri and Ramadhan (2024) digital game-based media provide strong visual and auditory stimuli that can help maintain the attention of elementary school students. Furthermore, the presence of diverse multimedia elements has been shown to stimulate the natural curiosity of elementary school students (Fadilah & Kuswandi, 2025). The use of interactive learning media has also been shown to contribute to increased student learning motivation by creating a more engaging and participatory learning environment (Hasriani et al., 2024).

However, in practice, learning activities are still frequently dominated by conventional methods, such as lectures and assignments, without sufficient variation in the use of engaging learning media. This condition may result in one-way learning interactions, causing students to become passive and easily bored. A similar problem was identified in Grade IV at SD Negeri 6 Kendari, where the learning process was still predominantly conducted through lecture-based instruction and the use of interactive learning media had not been optimized. Consequently, students' learning motivation was not optimal, as indicated by the limited participation and active involvement of several students during the learning process. This condition is consistent with the findings of Asmida et al. (2026) who emphasized that the implementation of interactive digital devices at the elementary school level requires concrete efforts to accelerate the use of digital media so that all students can participate more enthusiastically in the learning process.

Responding to these challenges requires innovative teaching strategies that actively engage students in the learning process. Active student participation is widely recognized as an important factor in fostering a deeper understanding of learning materials while simultaneously increasing learning motivation. One interactive learning medium with considerable potential is Wordwall. Wordwall is a digital game-based learning platform that offers a variety of educational activities, including quizzes, matching games, and spinning-wheel exercises. These features can contribute to a more enjoyable, interactive, and motivating learning environment. The effectiveness of game-based learning media in supporting the learning motivation of elementary school students has also been demonstrated by Satriadin, Saputra, and Ahmad (2025) who found that game-based learning media could influence the learning motivation of fourth-grade students.

Wordwall can be used to present learning materials and conduct learning assessments, enabling students to engage with instructional content through interactive and game-based activities. The use of digital platforms can also support formative assessment processes by providing opportunities for immediate feedback and active student participation (Rustam & Ahmad, 2024). According to Naitboho and Lado (2025) the Wordwall platform can provide immediate formative feedback that encourages healthy competition among students. Consequently, students are challenged to continuously evaluate and improve their performance. In addition, the use of interactive digital platforms such as Wordwall has been shown to transform monotonous classroom environments into more engaging learning experiences, increase students' focus, and stimulate their activity and enthusiasm for learning (Julen et al., 2025).

Several previous studies have shown that the use of Wordwall can positively influence students' learning motivation and create a more interactive and engaging learning atmosphere. Pradani and Handayani (2023) found a significant increase in students' learning motivation after the implementation of Wordwall. Furthermore, the variety of interactive quiz formats provided by the platform was found to be effective in reducing learning boredom among elementary school students (Qomaria et al., 2025). This finding is supported by Agustin (2022), who demonstrated that the flexibility of Wordwall features can reduce the boredom commonly experienced by students in conventional classroom environments. These findings are also consistent with research showing that interactive animated learning media can increase student motivation (Hasriani et al., 2024) and that game-based learning media can positively influence the learning motivation of fourth-grade elementary school students (Satriadin et al., 2025).

Based on the foregoing discussion, the low level of learning motivation among some students and the suboptimal use of interactive learning media in Grade IV at SD Negeri 6 Kendari constitute important reasons for conducting this research. Although previous studies have examined interactive media, animated media, and game-based learning media in relation to students' learning motivation, research specifically examining the effect of Wordwall on the learning motivation of fourth-grade students at SD Negeri 6 Kendari remains limited. Therefore, this study aims to examine the effect of using interactive learning media Wordwall on the learning motivation of Grade IV students at SD Negeri 6 Kendari. The findings are expected to contribute to the development of technology-based learning practices and provide teachers with an alternative interactive medium for improving students' learning motivation in elementary schools.

METHODS

This study employed a quantitative approach using a quasi-experimental research design. A quasi-experimental design was selected because the study was conducted in an educational setting in which the research participants had already been organized into existing classes, making random assignment of individual students impractical. The study adopted a Nonequivalent Control Group Design involving an experimental group and a control group. The experimental group received instruction using the interactive learning media Wordwall, whereas the control group received instruction through conventional learning methods. Students' learning motivation was measured before and after the intervention through the administration of a learning motivation questionnaire.

The research design can be presented as follows:

Table 1. Nonequivalent Control Group Design

Group	Pretest	Treatment	Posttest
Experimental	O ₁	X	O ₂
Control	O ₃	–	O ₄

Note:

O₁ = Pretest of the experimental group

O₂ = Posttest of the experimental group

O₃ = Pretest of the control group

O₄ = Posttest of the control group

X = Learning using interactive Wordwall media

– = Conventional learning

According to Sugiyono (2022), quantitative research is conducted to examine hypotheses through the systematic collection and statistical analysis of numerical data. In accordance with this approach, the present study examined the effect of using interactive Wordwall learning media on the learning motivation of fourth-grade elementary school students.

The population of this study consisted of all fourth-grade students at SD Negeri 6 Kendari during the 2025/2026 academic year. The fourth-grade population was distributed across seven classes. The sample was selected using purposive sampling. Sugiyono (2022) explains that purposive sampling is a sampling technique in which participants are selected based on predetermined criteria relevant to the objectives of the study. Based on considerations related to class characteristics and research implementation, Class IVA, consisting of 35 students, was selected as the experimental group, while Class IVB, also consisting of 35 students, was selected as the control group. Therefore, the total sample consisted of 70 students.

This study involved two variables. The independent variable was the use of interactive learning media Wordwall, which was implemented as the treatment in the experimental group. The dependent variable was students' learning motivation, which was measured before and after the learning intervention.

Data were collected through questionnaires, interviews, classroom observations, and documentation. The primary instrument was a learning motivation questionnaire developed based on the indicators of learning motivation proposed by Hamzah B. Uno. The questionnaire employed a four-point Likert scale to measure students' responses to statements related to their learning motivation. Before being used for data collection, the instrument was tested to establish its validity and reliability.

The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive analysis was conducted to determine the mean and standard deviation of students' learning motivation scores before and after the treatment. The improvement in students' learning motivation was also analyzed using the Normalized Gain (N-Gain) score. Inferential analysis involved normality and homogeneity tests to determine whether the data met the assumptions required for parametric analysis. Hypothesis testing was subsequently conducted using the Independent-Samples t-Test to determine whether a significant difference existed between the learning motivation of students who received instruction using Wordwall and those who received conventional instruction. All statistical analyses were performed using IBM SPSS Statistics software with a significance level of 0.05.

RESULT AND DISCUSSION

RESULT

A. Results of Instrument Validity and Reliability Tests

This study was conducted at SD Negeri 6 Kendari and involved 70 fourth-grade students, consisting of 35 students in the experimental group and 35 students in the control group. Before the learning motivation questionnaire was administered in the main study, the instrument was subjected to validity and reliability testing to ensure that it was appropriate for measuring students' learning motivation.

The instrument testing involved 30 respondents. At a significance level of 5%, the critical value of the correlation coefficient was 0.361. An item was considered valid if the calculated correlation coefficient (r-count) was greater than the r-table value. The reliability of the instrument was determined using Cronbach's Alpha. The results of the validity and reliability tests are presented in Table 2.

Table 2. Results of Learning Motivation Instrument Validity and Reliability Tests

Information	Results
Number of valid items	12
Range of r-count values	0.405–0.671
r-table	0.361
Cronbach's Alpha	0.726
Interpretation	Reliable

The results presented in Table 2 indicate that all 12 questionnaire items met the validity criterion. The r-count values ranged from 0.405 to 0.671, exceeding the r-

table value of 0.361. Therefore, all items demonstrated a significant correlation with the total score and were considered valid for measuring students' learning motivation.

The reliability analysis produced a Cronbach's Alpha coefficient of 0.726. This value indicates that the instrument had an acceptable level of internal consistency. Therefore, the learning motivation questionnaire was considered reliable and suitable for use in the main study. These findings confirm that the instrument possessed adequate measurement quality for collecting data on students' learning motivation before and after the implementation of interactive Wordwall learning media.

B. Descriptive Statistical Results of Students' Learning Motivation

Descriptive statistical analysis was conducted to provide an overview of students' learning motivation before and after the learning process. The analysis focused on the mean scores obtained from the pretest and posttest administered to the experimental and control groups. The results are presented in Table 3.

Table 3. Descriptive Statistics of Students' Learning Motivation

Group	Pretest Mean	Posttest Mean	Mean Increase
Experimental	31.31	42.46	11.15
Control	31.40	34.37	2.97

As shown in Table 3, the experimental group obtained a mean pretest score of 31.31, which increased to 42.46 after the implementation of interactive Wordwall learning media. This represents an average increase of 11.15 points. The increase indicates a substantial improvement in students' learning motivation following the implementation of Wordwall.

In comparison, the control group obtained a mean pretest score of 31.40 and a posttest mean score of 34.37, representing an average increase of only 2.97 points. Although the control group also experienced an increase in learning motivation, the improvement was considerably smaller than that observed in the experimental group. The difference in mean improvement provides an initial indication that the use of interactive Wordwall learning media had a more substantial effect on students' learning motivation than conventional learning methods.

C. Results of the N-Gain Analysis

The N-Gain analysis was conducted to determine the magnitude of improvement in students' learning motivation after the learning intervention. This analysis compared the improvement in the experimental group, which received instruction using Wordwall, with that of the control group, which received conventional instruction. The results are presented in Table 4.

Table 4. N-Gain Results of Students' Learning Motivation

Group	Mean N-Gain	Category
Experimental	0.68	Moderate
Control	0.18	Low

The results presented in Table 4 show that the experimental group obtained a mean N-Gain score of 0.68, which falls within the moderate category. This result indicates that the use of interactive Wordwall learning media produced a moderate level of improvement in students' learning motivation.

Meanwhile, the control group obtained a mean N-Gain score of 0.18, which was categorized as low. The difference between the two groups demonstrates that the increase in learning motivation was substantially greater among students who received instruction through Wordwall than among those who received conventional instruction. Thus, although the N-Gain value of the experimental group was categorized as moderate rather than high, the findings indicate that Wordwall provided a more effective learning experience for improving students' motivation than conventional learning methods.

D. Results of Normality and Homogeneity Tests

Before hypothesis testing was conducted, assumption tests were performed to determine whether the data met the requirements for parametric statistical analysis. The assumption tests consisted of the Shapiro-Wilk normality test and Levene's test of homogeneity.

1. Normality Test

The normality test was conducted to determine whether the pretest and posttest scores of the experimental and control groups were normally distributed. The Shapiro-Wilk test was used because the number of students in each group was fewer than 50. Data were considered normally distributed when the significance value was greater than 0.05. The results are presented in Table 5.

Table 5. Results of the Shapiro-Wilk Normality Test

Data	Shapiro-Wilk Sig.	Interpretation
Control Pretest	0.915	Normal
Control Posttest	0.505	Normal
Experimental Pretest	0.816	Normal
Experimental Posttest	0.224	Normal

The results in Table 5 show that all significance values exceeded 0.05. The significance values were 0.915 for the control pretest, 0.505 for the control posttest, 0.816 for the experimental pretest, and 0.224 for the experimental posttest. Therefore, all datasets were normally distributed. These results indicate that the normality assumption was satisfied, allowing the data to be further analyzed using parametric statistical tests.

2. Homogeneity Test

The homogeneity test was conducted to determine whether the variances of the experimental and control groups were statistically equivalent. Levene's test was used, with a significance value greater than 0.05 indicating homogeneous variances.

Table 6. Results of the Homogeneity Test

Levene Statistic	Sig.	Interpretation
3.616	0.061	Homogeneous

As shown in Table 6, the homogeneity test produced a significance value of 0.061. Because this value was greater than 0.05, the variances of the experimental and control groups were considered homogeneous. Therefore, the data satisfied the assumption of equal variances and were suitable for further parametric hypothesis testing.

E. Results of the Paired-Samples t-Test

A paired-samples t-test was conducted to determine whether there was a significant difference between students' learning motivation scores before and after the learning process within each group. This analysis was important for determining whether changes in learning motivation occurred within the experimental and control groups.

Table 7. Results of the Paired-Samples t-Test

Group	Mean Difference	Sig. (2-tailed)	Interpretation
Experimental	-11.143	0.000	Significant
Control	-2.971	0.000	Significant

The results presented in Table 7 show that the experimental group obtained a significance value of 0.000, which was lower than 0.05. Therefore, there was a statistically significant difference between the students' learning motivation scores before and after the implementation of interactive Wordwall learning media. The mean difference of -11.143 reflects the substantial increase in students' motivation following the treatment.

The control group also obtained a significance value of 0.000, indicating a statistically significant difference between the pretest and posttest scores. However, the mean difference was only -2.971, which was considerably smaller than the difference observed in the experimental group. These findings indicate that both learning approaches resulted in statistically significant changes in learning motivation, but the improvement in the experimental group was substantially greater.

F. Results of the Independent-Samples t-Test

The independent-samples t-test was conducted to determine whether there was a statistically significant difference in the learning motivation of students who received instruction using interactive Wordwall media compared with those who received conventional instruction. This test was used as the primary basis for determining the effect of Wordwall on students' learning motivation.

Table 8. Results of the Independent-Samples t-Test

t-count	Sig. (2-tailed)	Interpretation
-15.871	0.000	Significant difference

The results in Table 8 show that the independent-samples t-test produced a significance value of 0.000. Because the significance value was less than 0.05, the null hypothesis was rejected and the alternative hypothesis was accepted. Thus, there was a statistically significant difference in learning motivation between students who were taught using interactive Wordwall learning media and those who were taught using conventional learning methods.

The findings demonstrate that the use of interactive Wordwall learning media had a significant effect on the learning motivation of fourth-grade students at SD Negeri 6 Kendari. The higher increase in mean scores and the greater N-Gain value obtained by the experimental group further support the statistical test results. Therefore, Wordwall can be considered a more effective learning medium than conventional learning methods for increasing students' learning motivation in the context of this study.

DISCUSSION

The findings of this study demonstrate that the use of interactive learning media Wordwall had a significant positive effect on the learning motivation of fourth-grade students at SD Negeri 6 Kendari. This conclusion is supported by the results of the paired-samples t-test for the experimental group, which produced a significance value of 0.000 ($p < 0.05$). In addition, the mean learning motivation score increased from 31.31 in the pretest to 42.46 in the posttest. The experimental group also obtained a mean N-Gain score of 0.68, which was categorized as moderate. These

findings indicate that the implementation of Wordwall contributed to a meaningful improvement in students' learning motivation.

The increase in learning motivation in the experimental group can be attributed to the interactive characteristics of Wordwall. The platform provides various game-based learning activities, including quizzes, matching exercises, and other interactive tasks that enable students to participate directly in the learning process. Through these features, learning becomes less monotonous and provides students with opportunities to respond, compete, receive feedback, and actively engage with the learning content. Such learning experiences can stimulate students' attention and encourage them to participate more actively in classroom activities.

The findings are consistent with Nur Fadilah (2026), who reported that engaging visual designs and interactive Wordwall features were effective in attracting students' attention from the beginning of the lesson. Similarly, Fadli et al. (2025) found that engaging digital quizzes could stimulate students' curiosity and help them maintain their focus and motivation during longer learning sessions. These findings suggest that the interactive and visually engaging characteristics of digital learning media can contribute to the development of a more stimulating learning environment.

The use of Wordwall makes the learning process more engaging, interactive, and enjoyable by providing students with opportunities to participate in educational games, quizzes, visual activities, and other interactive learning tasks. This learning environment encourages students to become more actively involved in classroom activities. Increased participation can subsequently strengthen students' attention, enthusiasm, and willingness to engage in learning. In this context, Wordwall does not merely function as a technological tool for delivering instructional content but also serves as a medium for creating a more participatory learning experience.

The findings of this study are consistent with Arsyad's (2017) theoretical perspective, which states that the use of learning media can increase students' attention and motivation to learn. Similarly, Daryanto (2016) emphasizes that interactive learning media can improve the quality of learning by encouraging active student participation. These findings also support the perspective of Hamzah B. Uno (2021), who identifies engaging learning activities as one of the important factors in developing students' learning motivation. Therefore, the increase in students' motivation observed in the experimental group can be understood through the relationship between the characteristics of interactive media and the psychological need of students to participate actively in the learning process.

The findings are further supported by previous empirical studies. Permana and Kasriman (2022) reported that the use of Wordwall had a positive effect on students' learning motivation. Similarly, Fuadina et al. (2025) found that learning supported by

Wordwall significantly increased students' motivation. Furthermore, Amani et al. (2026) concluded that interactive digital quizzes created a more enjoyable learning experience for elementary school students and helped them maintain better focus and enthusiasm during classroom activities. The consistency between these previous findings and the present study strengthens the argument that interactive digital learning media can play an important role in increasing student motivation.

The results of the present study are also consistent with the findings of Hasriani, Ahmad, and Saputra (2024) who found that interactive animated learning media could increase students' learning motivation. Similarly, Satriadin, Saputra, and Ahmad (2025) demonstrated that game-based learning media could influence the learning motivation of fourth-grade students. These findings are relevant to the present study because Wordwall also incorporates game-based and interactive elements into the learning process. Therefore, the improvement in motivation observed in the experimental group may be associated with the ability of interactive digital media to provide more varied, engaging, and participatory learning experiences.

The use of interactive learning media is also related to the implementation of technology-based learning and assessment. Rustam and Ahmad (2024) emphasize the importance of technology-supported assessment in creating more interactive learning processes and providing feedback to students. In the context of Wordwall, the immediate responses and feedback provided through interactive activities can encourage students to recognize their performance and remain engaged in the learning process. This feature may contribute to the development of students' interest and motivation because students can directly observe their progress and receive reinforcement during learning activities.

In contrast, the control group, which received conventional instruction, also demonstrated a statistically significant increase in learning motivation, as indicated by a significance value of 0.000 ($p < 0.05$). However, the magnitude of the improvement was substantially lower than that observed in the experimental group. The mean motivation score increased from 31.40 in the pretest to 34.37 in the posttest, while the mean N-Gain score was only 0.18, which was categorized as low. These results indicate that conventional instruction may still produce some improvement in learning motivation, but its effect was considerably more limited than that of instruction supported by interactive Wordwall media.

The relatively limited improvement in the control group is consistent with the findings of Azzahra et al. (2025), who reported that traditional teacher-centered learning, which relies primarily on one-way explanations, tends to encourage passive learning and can cause elementary school students to lose focus more quickly. This

finding is also supported by Iryani and Syam (2024), who stated that in the absence of engaging digital and visual learning media, both intrinsic and extrinsic learning motivation may be more difficult to develop effectively. Consequently, students' motivation may remain relatively limited compared with learning environments that integrate interactive educational technology.

The lower increase in motivation in the control group may therefore be related to the limited opportunities for active participation and interaction during the learning process. Conventional instruction generally provides fewer opportunities for students to engage in interactive activities, receive immediate feedback, and experience the learning process as an enjoyable activity. As a result, students may participate in learning activities but demonstrate lower levels of enthusiasm and engagement than students who experience a more varied and interactive learning environment.

The results of the independent-samples t-test further confirmed the difference between the two groups. The significance value of 0.000 ($p < 0.05$) indicates that there was a statistically significant difference in learning motivation between students who received instruction using interactive Wordwall media and those who received conventional instruction. The higher mean increase and N-Gain score achieved by the experimental group further demonstrate the greater improvement experienced by students who learned through Wordwall.

Based on the findings, it can therefore be concluded that the use of interactive learning media Wordwall was more effective than conventional learning methods in increasing the learning motivation of fourth-grade students at SD Negeri 6 Kendari. Wordwall provides an interactive, game-based, and feedback-oriented learning environment that encourages students to participate actively in learning activities. Thus, the findings of this study provide empirical support for the use of Wordwall as an alternative technology-based learning medium for strengthening students' learning motivation at the elementary school level.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the use of interactive learning media Wordwall had a significant positive effect on the learning motivation of fourth-grade students at SD Negeri 6 Kendari. This finding was supported by the results of the paired-samples t-test, which produced a significance value of 0.000 ($p < 0.05$). Furthermore, the mean learning motivation score in the experimental group increased from 31.31 in the pretest to 42.46 in the posttest, with a mean N-Gain score of 0.68, categorized as moderate. These results indicate that the implementation of Wordwall contributed to a meaningful improvement in students' learning motivation.

Although conventional learning also produced a statistically significant increase in students' learning motivation, the magnitude of the improvement was substantially lower than that observed in the experimental group. The mean motivation score in the control group increased from 31.40 to 34.37, with a mean N-Gain score of 0.18, categorized as low. This finding indicates that conventional learning can contribute to a limited increase in motivation but is less effective than interactive learning supported by Wordwall.

Furthermore, the results of the independent-samples t-test showed a significance value of 0.000 ($p < 0.05$), confirming a statistically significant difference in learning motivation between students who received instruction using Wordwall and those who received conventional instruction. Therefore, Wordwall was more effective than conventional learning methods in increasing the learning motivation of fourth-grade students at SD Negeri 6 Kendari. The findings suggest that Wordwall can be utilized as an innovative, interactive, and game-based learning medium to encourage active participation and strengthen elementary school students' learning motivation.

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