

Application of Wordwall Interactive Media to Increase Student Activity in Social Studies Learning at SBSM 5 Gombak, Malaysia

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Abstrak

Penelitian ini bertujuan untuk menganalisis efektivitas penggunaan media interaktif Wordwall dalam meningkatkan aktivitas siswa pada mata pelajaran Ilmu Pengetahuan Sosial (IPS) di Sanggar Bimbingan Belajar Sungai Mulia 5 Gombak, Malaysia. Menggunakan metode Penelitian Tindakan Kelas (PTK) dalam dua siklus, setiap siklus terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah 19 siswa kelas 6. Pada siklus pertama, fitur Wordwall "Putar Roda" diterapkan, sedangkan siklus kedua menggunakan "Buka Kotak" dalam diskusi kelompok. Hasil penelitian menunjukkan adanya peningkatan aktivitas siswa dari kondisi awal sebesar 21% menjadi 52,6% pada siklus pertama, dan meningkat lagi menjadi 84,2% pada siklus kedua. Penerapan Wordwall mampu menciptakan suasana kelas yang lebih hidup, menyenangkan, dan mendorong partisipasi aktif siswa. Kesimpulan dari penelitian ini adalah media Wordwall tidak hanya meningkatkan aktivitas siswa, tetapi juga memperkuat pemahaman konsep dan membangun kepercayaan diri siswa dalam proses pembelajaran IPS. Dengan demikian, Wordwall merupakan media pembelajaran interaktif yang efektif dan relevan untuk diterapkan dalam pendidikan nonformal.

Kata Kunci: Media Interaktif, Wordwall, Keaktifan Siswa, Pembelajaran IPS

Abstract

This research aims to analyze the effectiveness of the use of interactive media Wordwall in increasing student activeness in the subject of Social Knowledge (IPS) at Sungai Mulia Guidance Studio 5 Gombak, Malaysia. Using Classroom Action Research (PTK) method in two cycles, each cycle consists of planning, implementation, observation, and reflection stages. The research subjects were 19 6th grade students. In the first cycle, the Wordwall "Spin the Wheel" feature was applied, while the second cycle used "Open the Box" in group discussions. The results showed an increase in student activeness from the initial condition of 21% to 52.6% in the first cycle, and increased again to 84.2% in the second cycle. The application of Wordwall is able to create a more lively, fun, and classroom atmosphere that encourages active student participation. The conclusion of this study is that Wordwall media not only increases student activeness, but also strengthens understanding of concepts and builds student confidence in the process of social studies learning. Thus, Wordwall is an interactive learning media that is effective and relevant to be applied in non-formal education.

Keywords: Interactive Media, Wordwall, Student Activity, Social Studies Learning

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INTRODUCTION

The low level of student activity in school is still one of the main challenges in the world of education, especially in Social Sciences (IPS) subjects. Social studies learning requires students to be active, interactive and participatory. However, in the social studies learning process, students are still often encountered who tend to be passive. The decline in students' active participation in learning is often influenced by the low variety of learning methods and media used by teachers (Hady et al., 2024). Of course, this is a challenge for the world of education. If the low student activity is not addressed immediately, it will certainly have an impact on the learning process in the classroom, such as the lack of student involvement in expressing opinions, the lack of discussion by students in class and will make students not have the initiative to respond to the teacher. As a subject that contains social, cultural, and economic elements, social studies plays an important role in building student activity in the classroom. Learning innovation must be encouraged. Learning in the classroom should have left the grades of conventional learning value because it is considered irrelevant to the development of the current era (Hidayaty et al., 2022).

Previous research conducted by (Aini & Rulviana, 2023) researching on "Efforts to Increase Learning Motivation and Understanding of Social Studies Concepts of Students through Interactive Game Media *Wordwall*". Where the results of the study show that by using interactive media *wordwall* In learning, it can improve student learning outcomes. Students show an increase in understanding of social studies concepts after using interactive media *Wordwall*. In addition, the study shows that the media *Wordwall* Assist an educator in creating an interactive learning media that is relevant to the development of the times. The study recommends that further research examine the implementation of interactive media *Wordwall* in various social studies materials and learning contexts that different, including in non-formal education environments.

Educators in the modern era are required to be able to integrate the learning process with digital-based interactive media. One of the digital-based interactive media that can be used as a As learning innovations are *Wordwall* (Korol et al., 2021; Purnamasari & Purwandari, 2025). *Wordwall* is a web-based digital application that can help teachers in designing learning and provide interesting and interactive learning resources for every student (Sukma & Handayani, 2022). *Wordwall* is an online platform that can be used by teachers to create engaging learning. Inside *Wordwall* There are several activities that can build students' interest in learning such as features, spinning wheels, *Open The Box*, crossword puzzles and so on. With the presence of *wordwall*, then the learning atmosphere will be more exciting and fun (Oña et al., 2024; Kocabatmaz & Saraçoğlu, 2024) Interactive media such as *Wordwall* It has also been proven to support students' problem-solving skills in contextual-based social studies learning (Rahmadani et al., 2024). So that it can encourage active student participation in learning. *Wordwall* can increase student activity and motivation through a game approach that stimulates direct student interaction (Furliana et al., 2023).

Based on the results of initial observations made by researchers at the Sungai Mulia Guidance Studio (SBSM) 5 Gombak, Malaysia, it was found that the level of student activity in Social Sciences (IPS) learning is still relatively low. Of the 19 students who participated in learning activities, only about 21% actively participated in discussions and answered tutor questions, while the rest tended to be passive. The teacher revealed that social studies learning is still dominated by conventional lecture methods and has not made optimal use of digital media. This condition shows the need for interactive and interesting learning media innovations so that students are more actively involved in the learning process.

Wordwall interactive media was chosen as an alternative solution because it is in accordance with the characteristics of social studies material, especially the topic of economic activities in daily life that require interaction and active participation. The *Spin the Wheel* and *Open the Box* features allow students to think critically while collaborating in fun learning situations. Therefore, this study aims to analyze the effectiveness of the use of *interactive media Wordwall* in increasing student activity in social studies learning at SBSM 5 Gombak, Malaysia.

RESEARCH METHODS

This research was conducted in a non-formal educational institution, namely at the Sungai Mulia 5 Guidance Studio, Gombak, Malaysia. The subjects of this study are grade 6 students involved in social studies subjects, namely 19 students. This research uses the Classroom Action Research (PTK) approach, where the implementation consists of two cycles. Each cycle includes four stages, namely planning, action, observation, and reflection. In classroom action research, the use of observation techniques allows researchers to directly observe student behavior and interaction during the learning process (Arif & Oktafiana, 2023).

In the planning stage, the researcher designed learning tools in the form of teaching modules, *Wordwall* media, and data collection instruments. The second stage is implementation, where *Wordwall media* begins to be applied in social studies learning. Next is the third stage, namely observation, where the researcher observes the activeness of students during the learning process. The indicators of student activity in this study include four aspects, namely: (1) participation in discussion activities, (2) courage to express opinions and answer questions, (3) the ability to cooperate with group mates, and (4) attention and response to the teacher's directions during learning activities.

Documentation studies are used as a complement to observation and interview methods, by analyzing documents such as student assignments and teaching notes to obtain a more comprehensive picture (Millah et al., 2023). The data collection techniques used in this study included observation, documentation, and brief interviews with several students regarding the application of *Wordwall* in social studies learning. The research instruments used consisted of student activity observation sheets, interview guidelines, and documentation formats. Before use, the research instrument has been validated in terms of content by experts in the field of Social Studies Education to ensure the suitability of indicators, clarity of observation points, and their integration with the research objectives. The last stage, namely reflection, is carried out by analyzing the results of observations to evaluate the effectiveness of actions and determine the necessary improvements in the next cycle. Reflection and analysis of observation results are very important to improve the next learning cycle. Reflection is used to evaluate and improve the learning process that has been carried out (Suciani et al., 2023).

RESULTS AND DISCUSSION

RESULT

This classroom action research was carried out in two cycles with the aim of increasing students' activeness in social studies learning through the application of interactive media *Wordwall*. Student activity was observed using observation sheets based on four indicators, namely participation in discussions, courage to express opinions, cooperation with groupmates, and attention to teachers' explanations. In the initial condition (pre-cycle), students showed a low level of activity. Of the 19 students, only 4 people or 21% were classified as active during learning. After the implementation of *Wordwall* in cycle I using the *Spin the Wheel* feature, student activity increased to 52.6%, with active students reaching 10 people. Despite this, there are still some students who are passive because they feel embarrassed to appear in front of the class. The results in cycle II, after teachers used the *Open the Box* feature in the form of group discussions, showed a significant improvement. Active students increased to 16 out of 19 people or about 84.2%. Discussion activities took place more lively, students began to dare to express their opinions, and the classroom atmosphere became more interactive. An overview of the increase in student activity in each cycle can be seen in the following graph:

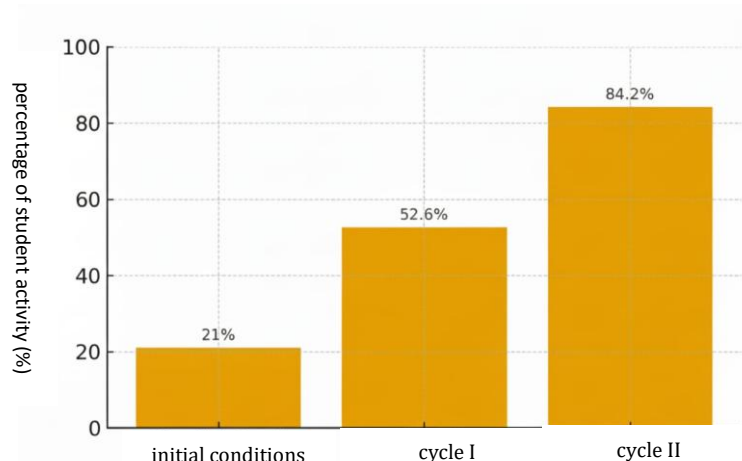


Figure 1. Increased Student Activity in Each Cycle

DISCUSSION

This study is aimed at grade 6 students at Sanggar Guidance Sungai Mulia 5 Malaysia to analyze the application of *Wordwall* media in an effort to increase student activity in social studies subjects. Student activeness is the main focus because in social studies learning, interaction, discussion, and the ability to express opinions are important aspects that need to be developed. This research was carried out using the Classroom Action Research (PTK) approach in two cycles, with each cycle consisting of four stages, namely planning, action, observation, and reflection.

In the initial condition, students tend to be very passive in class. Before the existence of *Wordwall interactive media*, students found it difficult to express their opinions, were less active in discussions, and did not seem interested in the lesson. In the initial observation, it can be analyzed that the students who are active and very enthusiastic to answer only amount to 4 students, which is about 21% of the total number of students, which is 19 people. The 4 students were considered active in answering every question submitted by the teacher. They are also brave in expressing their opinions when discussing in class. Seeing this, the majority of students do not show an understanding of social studies learning because of their lack of activeness or interaction in the learning process.

In the first cycle, *Wordwall interactive media* began to be applied in the social studies learning process in grade 6 of the Sungai Mulia 5 Guidance Center, Gombak, Malaysia. The activity they used in the *Wordwall* media in cycle 1 was *Spin The Wheel*. Learning begins with the teacher providing several questions that will be included in the *Spin The Wheel Wordwall*. After the questions were entered, the teacher asked the students to come forward one by one to spin the wheel on the *Spin The Wheel*. After the students go forward and turn the wheel on the *Wordwall* media, students are expected to be able to answer the questions properly and correctly according to the material taught. The results show that active students began to increase by 10 out of 19 6th grade students. The students seemed to give a very good response, even when the wheel was turned, the students looked very enthusiastic. However, there are still several obstacles faced, namely some students who show fear and doubt in answering questions. Some students still feel embarrassed to come forward. Another obstacle is that the time used tends to be short so that not all students can come forward to try *Wordwall* media. So, *Wordwall* media can foster students' activeness in learning even though in implementation they still need guidance from teachers.

In the second cycle, the researcher reflects on cycle 1 so that cycle 2 is used as a material for improvement. In cycle 1, teachers use media *Wordwall* at *Spin The Wheel*. However, in cycle 2 teachers use the Open The Box feature. In this learning, the teacher has started to enter the questions in the box that will be opened by the students. After the questions were successfully entered, the teacher began to divide the 19 students into several small groups. Each group has the

opportunity to open and choose one of the boxes in the media *Wordwall*. After students open the box, students must answer the questions in the box. Of course, the questions and answers are adjusted to the existing social studies material. The learning is made so that students can participate collaboratively and competitively in the classroom. The results of cycle 2 show that student activity has increased, from initially only 10 students in cycle 1 to now 16 students from 19 students in cycle 2. Students did a very good group discussion. Students look more enthusiastic when waiting for their turn to answer questions from the box. The change that occurred was that the students initially felt shy but at that meeting the students began to show their courage in answering the questions. Students who were initially very passive, eventually they began to show their activeness in the group. The atmosphere of the classroom became more lively because it was colored by the enthusiasm of the students. This shows that the *Open The Box* much more effective for developing student activeness. Media *Wordwall* Not only is the media fun, but it can also increase student understanding. Research by (Amaliyah et al., 2025) indicates that the use of the media *Wordwall* in social studies learning can increase students' activeness and creative thinking skills. The implementation of this media makes students more enthusiastic and actively involved in the learning process.

When viewed from the findings in cycles 1 and 2, it shows that there is a fairly good increase in student activity. In the initial condition under observation, students only showed about 21% of activity. However, this percentage can increase in cycle 1 to 52.6%. In the end, in cycle 2, students began to experience an increase in activeness, which was as much as 84.2%. This shows that the media *Wordwall* can be used as an effective and fun learning tool. *Wordwall* able to increase student activity in the classroom. According to (Fidya et al., 2021), use of interactive game media *Wordwall* in social studies learning can improve student learning outcomes. This media makes learning more enjoyable and motivates students to be more active in the learning process.

CONCLUSION

Based on the results of research conducted at the Sungai Mulia 5 Gombak Guidance Studio, Malaysia, it can be concluded that the use of *Wordwall* interactive media in Social Science (IPS) learning is able to increase student activity. The application of *Wordwall* through the *Spin the Wheel* feature in the first cycle was able to build students' initial enthusiasm, although there were still some students who lacked confidence to appear and answer questions. Nonetheless, the use of this media is starting to build a more interactive and fun classroom atmosphere. In the second cycle, student activity increased after the teacher changed the strategy using the *Open the Box* feature, which was packaged in the form of group discussions. This method encourages collaborative engagement between students, builds their confidence, and creates a healthy competitive atmosphere. From the observation results, there was a significant increase in participation and the classroom atmosphere became more lively. This shows that *Wordwall* media is not only effective in increasing student activity, but also able to build a more interactive learning environment. Therefore, the integration of digital media such as *Wordwall* is a relevant learning strategy to be implemented, especially in the context of non-formal education.

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