



Enhancing Elementary Students' Learning Interest in Pancasila Education through Wordwall Educational Games

Ni Putu Dessy Wiranti^{1*}, Dewa Bagus Sanjaya², I Nengah Suastika³

Corresponding Author Email: Dessywr@gmail.com

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Abstract

This study aimed to examine the effect of Wordwall educational games on the learning interest of fifth-grade elementary school students in Pancasila Education. This study employed a quantitative approach with a quasi-experimental design using a posttest-only non-equivalent control group design. The population consisted of fifth-grade students in SD Gugus IX Mengwi, Badung. The sample was selected through random sampling, involving 19 students of SD No. 1 Gulingan as the experimental class and 28 students of SD No. 3 Gulingan as the control class. Data were collected using a learning interest questionnaire and analyzed through descriptive statistics, assumption testing, and an independent sample t-test. The results showed that the mean score of the experimental class was higher than that of the control class. The independent sample t-test showed a significance value of 0.000, which was lower than 0.05. This finding indicated that Wordwall educational games had a significant effect on students' learning interest. Wordwall provided interactive, enjoyable, and game-based learning experiences that encouraged students' attention and participation in Pancasila Education learning.

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Contents

Abstract	314
Introduction	314
Methods.....	316
Results and Discussions.....	318
Conclusion.....	321
Reference	321

Introduction

Education plays a central role in preparing young generations to face social, cultural, and technological changes. The quality of education is not only determined by curriculum renewal, but also

¹ Ganesha University of Education, Singaraja, Indonesia

² Ganesha University of Education, Singaraja, Indonesia

³ Ganesha University of Education, Singaraja, Indonesia

by the ability of teachers to design learning activities that are meaningful, attractive, and relevant to students' characteristics. In the 21st-century learning environment, students are expected to develop critical thinking, communication, collaboration, creativity, and problem-solving skills. These competencies require learning practices that are no longer limited to conventional explanation and memorization, but should encourage students to participate actively in the classroom (Elitasari, 2022; Hakim & Yulia, 2024). Technology development has created new opportunities for teachers to improve the learning process. Digital media can support the presentation of learning materials, provide interactive learning experiences, and increase students' involvement in classroom activities. The use of technology in education also helps teachers present abstract concepts in a more concrete and enjoyable form. This condition is highly relevant to elementary school students, who generally need visual, interactive, and game-based learning activities to maintain their attention and motivation during the learning process (Listiana, 2021; Widyana et al., 2024).

The rapid development of technology also creates challenges for education. Students are increasingly exposed to digital entertainment, online games, and instant information that may reduce their attention to academic learning. Technology can cause dependency, reduce social interaction, and shift students' interest away from meaningful learning activities when it is not used appropriately. This situation indicates that technology should not only be seen as a source of distraction, but also needs to be transformed into a learning tool that can attract students' attention and support educational goals (Hakim & Yulia, 2024; Nurhemah & Rahma, 2024). Learning interest is one of the important affective aspects that influences students' learning success. Students with high learning interest tend to show enthusiasm, attention, curiosity, persistence, and active participation during classroom activities. Learning interest also encourages students to engage with learning materials and complete tasks more seriously. A low level of learning interest can make students passive, easily bored, and less willing to understand the content being taught (Rahayu et al., 2022; Sarlin & Mursid, 2020).

This issue is also found in Pancasila Education learning at the elementary school level. Pancasila Education has an important function in shaping students' character, citizenship awareness, social responsibility, and understanding of national values. The subject helps students recognize their rights and obligations as citizens and encourages them to apply Pancasila values in daily life. However, Pancasila Education is often perceived as a subject that contains dense material, many reading activities, and limited interactive learning experiences. This perception may reduce students' interest in learning, especially when teachers still rely on conventional methods (Akhyar & Dewi, 2022; Amelia et al., 2023). The initial observation at SD No. 1 Gulingan, as part of SD Gugus IX Mengwi, Badung, showed several problems related to students' learning interest in Pancasila Education. Fifth-grade students tended to perceive the subject as less attractive because the learning activities were dominated by reading texts and answering questions. Students also experienced difficulty connecting the material with social problems in their environment. The interview results indicated that learning was still frequently conducted through conventional methods and rarely involved digital media or interactive activities. These conditions reflect the need for learning innovation that can increase students' attention, participation, and interest in Pancasila Education.

One alternative learning medium that can be used to address this problem is Wordwall educational games. Wordwall is a web-based platform that provides various interactive quiz and game templates for classroom learning. This platform allows teachers to present learning materials through activities such as matching games, quizzes, word searches, random wheels, and other interactive formats. The use of Wordwall can create a more enjoyable learning atmosphere because students are directly involved in answering questions, competing in a healthy way, and receiving immediate feedback

(Andriany & Warsiman, 2022; Laumin et al., 2022; Zulfah, 2023). Wordwall is considered suitable for elementary school learning because it combines educational content with game elements. Game-based learning can help reduce boredom, increase students' attention, and provide a new learning experience. In Pancasila Education, Wordwall can transform theoretical materials into more concrete and engaging activities. Students do not only read and listen to explanations, but also interact with learning questions through digital games. This learning condition can encourage students to become more active, focused, and interested in the subject matter.

Previous studies have shown that Wordwall can increase students' learning interest in various subjects. The use of Wordwall has been reported to make students more enthusiastic, improve classroom participation, and create a more interactive learning atmosphere. Several studies also found that Wordwall is effective in supporting elementary school learning because it provides visual attractiveness, instant feedback, and enjoyable competition among students (Ferlina & Fratiwi, 2024; Jannah et al., 2024; Rizki et al., 2023; Setyorini et al., 2024). These findings indicate that Wordwall has strong potential to be applied in Pancasila Education learning. Although many studies have examined the use of Wordwall in elementary education, research focusing on students' learning interest in Pancasila Education, especially among fifth-grade students in SD Gugus IX Mengwi, Badung, is still limited. This research therefore provides an empirical contribution by examining the difference in students' learning interest between those taught using Wordwall educational games and those taught without Wordwall. The findings are expected to support teachers in selecting interactive digital media that are appropriate for character-based subjects such as Pancasila Education.

Based on the background above, this study aimed to examine the effect of Wordwall educational games on the learning interest of fifth-grade elementary school students in Pancasila Education. This study compared students who were taught using Wordwall educational games with students who were taught through conventional learning. The results of this study are expected to provide practical insight for elementary school teachers in integrating digital game-based media to improve students' learning interest in Pancasila Education.

Methods

This study employed a quantitative approach with a quasi-experimental research design. The design used in this study was a posttest-only non-equivalent control group design. This design was selected because the study aimed to compare students' learning interest between the experimental class that received Wordwall educational games and the control class that received conventional learning. The study was conducted in SD Gugus IX Mengwi, Badung, from May 4 to May 13, 2026. The population of this study consisted of all fifth-grade students in SD Gugus IX Mengwi, Badung. The sample was determined through random sampling because the population groups were considered equivalent. Based on the sampling process, the fifth-grade students of SD No. 1 Gulingan were selected as the experimental class, consisting of 19 students, while the fifth-grade students of SD No. 3 Gulingan were selected as the control class, consisting of 28 students. The experimental class was taught using Wordwall educational games, whereas the control class was taught using conventional learning.

The research procedure consisted of three main stages: planning, implementation, and evaluation. The planning stage included preparing the learning scenario, determining the research sample, developing the learning interest questionnaire, and preparing Wordwall-based learning activities. The implementation stage was carried out by applying Wordwall educational games in the experimental class and conventional learning in the control class. After the learning activities were completed, both groups were given a posttest in the form of a learning interest questionnaire. The

evaluation stage was conducted by processing, analyzing, and interpreting the research data. The research instrument used in this study was a learning interest questionnaire. The questionnaire was designed to measure students' interest in learning Pancasila Education after the learning process. The instrument consisted of 20 items arranged based on four dimensions of learning interest: feeling of enjoyment, student involvement, interest, and student attention. The questionnaire used a Likert scale, so the data obtained were quantitative scores that represented students' learning interest. The blueprint of the learning interest questionnaire is presented in Table 1.

Table 1. Blueprint of the Learning Interest Questionnaire

No.	Dimension	Indicator	Positive Items	Negative Items	Total
1	Feeling of enjoyment	Students' views on the lesson	1, 2	-	6
		Students' feelings during the lesson	3	4	
		Students' opinions about the teacher	5, 6	-	
2	Student involvement	Activeness during learning	7	8, 9	5
		Learning awareness at home	10	11	
3	Interest	Students' responses to the assigned tasks	12, 13	14	6
		Curiosity toward the lesson	15, 16	17	
4	Student attention	Students' attention during classroom learning	18, 19	20	3
Total					20

The data were analyzed using descriptive and inferential statistics. Descriptive analysis was used to determine the mean, median, variance, standard deviation, minimum score, maximum score, range, skewness, and kurtosis of students' learning interest scores. The descriptive results were also converted into a five-scale category to identify the level of students' learning interest in each group. Before testing the hypothesis, prerequisite tests were conducted, consisting of a normality test and a homogeneity test. The normality test was conducted using the Kolmogorov-Smirnov and Shapiro-Wilk tests, while the homogeneity test was conducted using Levene's test. The data were considered normally distributed and homogeneous when the significance value was greater than 0.05. After the prerequisite tests were fulfilled, the hypothesis was tested using an independent sample t-test with the assistance of IBM SPSS Statistics 26 for Windows.

The decision-making criterion in the hypothesis test was based on the significance value and the comparison between the obtained t-value and the t-table value. If the significance value was lower than 0.05 and the obtained t-value was higher than the t-table value, the alternative hypothesis was accepted and the null hypothesis was rejected. The hypotheses tested in this study were formulated as follows: H0: There is no significant difference in the learning interest of fifth-grade elementary school students in Pancasila Education between students taught using Wordwall educational games and students taught without Wordwall educational games. H1: There is a significant difference in the learning interest of fifth-grade elementary school students in Pancasila Education between students taught using Wordwall educational games and students taught without Wordwall educational games.

Results and Discussions

1. Result

The results of this study were obtained from the posttest scores of students' learning interest in Pancasila Education. The experimental class was taught using Wordwall educational games, while the control class was taught using conventional learning. The data were analyzed through descriptive statistics, prerequisite tests, and hypothesis testing. Descriptive analysis was conducted to describe the general distribution of students' learning interest scores in both groups. The prerequisite tests included normality and homogeneity tests, while the hypothesis was tested using an independent sample t-test. The descriptive statistical results of students' learning interest scores are presented in Table 2.

Table 2. Descriptive Statistics of Students' Learning Interest Scores

Statistic	Experimental Class	Control Class
N	19	28
Mean	82.895	65.929
Median	85	68
Variance	116.21	82.51
Standard deviation	10.78	9.08
Minimum	56	45
Maximum	95	88
Range	39	43
Interquartile range	16	9.5
Skewness	-1.009	0.070
Kurtosis	0.553	1.096

Table 2 shows that the mean score of students' learning interest in the experimental class was higher than that of the control class. The experimental class obtained a mean score of 82.895, while the control class obtained a mean score of 65.929. The median score in the experimental class was also higher than that of the control class, with scores of 85 and 68, respectively. These results indicate that students who were taught using Wordwall educational games showed a higher level of learning interest than students who were taught through conventional learning. The posttest scores were then classified using a five-scale category. The classification results are presented in Table 3.

Table 3. Classification of Students' Learning Interest Scores

Group	Mean Score	Score Interval	Classification
Experimental class	82.895	$78.75 \leq M < 85.25$	High
Control class	65.929	$63 \leq M < 70.08$	Moderate

Table 3 shows that the learning interest of students in the experimental class was classified as high, while the learning interest of students in the control class was classified as moderate. This finding strengthens the descriptive result that the Wordwall-based learning process produced a better level of learning interest than conventional learning. Before conducting the hypothesis test, assumption testing was carried out through normality and homogeneity tests. The normality test was conducted using Kolmogorov-Smirnov and Shapiro-Wilk tests, while the homogeneity test was conducted using Levene's test. The results are presented in Table 4.

Table 4. Results of Assumption Testing

Assumption Test	Group / Basis	Statistic	df	Sig.	Decision
Kolmogorov-Smirnov normality test	Experimental class	0.156	19	0.200	Normal
Kolmogorov-Smirnov normality test	Control class	0.148	28	0.117	Normal
Shapiro-Wilk normality test	Experimental class	0.904	19	0.058	Normal
Shapiro-Wilk normality test	Control class	0.956	28	0.284	Normal
Levene's homogeneity test	Based on mean	1.077	45	0.305	Homogeneous

Table 4 shows that all significance values in the normality test were higher than 0.05. The Kolmogorov-Smirnov significance values were 0.200 for the experimental class and 0.117 for the control class. The Shapiro-Wilk significance values were 0.058 for the experimental class and 0.284 for the control class. These results indicate that the posttest scores of both groups were normally distributed. The homogeneity test also showed a significance value of 0.305, which was higher than 0.05. This result indicates that the variance of the experimental and control classes was homogeneous. Since the data met the assumptions of normality and homogeneity, the hypothesis test was conducted using an independent sample t-test. The results of the independent sample t-test are presented in Table 5.

Table 5. Results of the Independent Sample T-Test

Assumption	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI Lower	95% CI Upper
Equal variances assumed	5.826	45	0.000	16.96	2.91	11.10	22.83
Equal variances not assumed	5.640	34.227	0.000	16.96	3.01	10.85	23.083

Table 5 shows that the t-value was 5.826 with a significance value of 0.000. The t-value was higher than the t-table value of 2.014, and the significance value was lower than 0.05. This result indicates that H_0 was rejected and H_1 was accepted. Thus, there was a significant difference in the learning interest of fifth-grade elementary school students in Pancasila Education between students taught using Wordwall educational games and students taught without Wordwall educational games. The mean difference between the two groups was 16.96, indicating that the experimental class had a higher learning interest score than the control class. These findings show that the use of Wordwall educational games had a significant effect on students' learning interest in Pancasila Education.

2. Discussions

The findings of this study indicate that Wordwall educational games had a significant effect on students' learning interest in Pancasila Education. The experimental class obtained a higher mean score than the control class, and the independent sample t-test confirmed a significant difference between the two groups. This result shows that students who learned through Wordwall educational games demonstrated stronger learning interest than students who learned through conventional methods. This finding can be explained by the characteristics of Wordwall as an interactive digital learning medium. Wordwall provides game-based activities that allow students to answer questions, receive immediate responses, and participate in learning through an enjoyable digital format. This learning condition is different from conventional learning, which is often dominated by reading activities, teacher

explanations, and written exercises. For elementary school students, interactive learning activities can reduce boredom and increase attention because students are not positioned only as passive recipients of information.

The higher learning interest in the experimental class also shows that game-based learning can support the affective aspect of learning. Learning interest is closely related to students' feeling of enjoyment, involvement, curiosity, and attention during the learning process. When students feel that learning activities are enjoyable and challenging, they tend to show better participation and stronger willingness to complete learning tasks. This condition supports the view that students with high learning interest are more likely to pay attention, participate actively, and show persistence in learning activities (Rahayu et al., 2022; Sarlin & Mursid, 2020). The use of Wordwall in Pancasila Education is also relevant because this subject is often perceived as theoretical and text-based. The initial condition in the research setting showed that students considered Pancasila Education less attractive because learning activities were mostly limited to reading materials and answering questions. Wordwall helped transform this learning experience into a more interactive activity. The values and concepts in Pancasila Education could be presented through quizzes and digital games, making the subject more concrete, accessible, and enjoyable for fifth-grade students.

The result of this study is consistent with previous studies which found that Wordwall can increase students' learning interest in various learning contexts. Wordwall has been reported to create a more active classroom atmosphere, increase students' enthusiasm, and encourage participation through attractive visual displays and competitive elements (Andriany & Warsiman, 2022; Ferlina & Fratiwi, 2024; Jannah et al., 2024; Launin et al., 2022; Rizki et al., 2023; Setyorini et al., 2024; Zulfah, 2023). The present study strengthens these findings by showing that Wordwall is also effective in Pancasila Education learning at the elementary school level. The significant difference between the experimental and control classes also suggests that the integration of technology into classroom learning should be directed toward pedagogical purposes. Technology does not automatically improve learning when it is only used as a display tool. Its effectiveness depends on how teachers design learning activities that involve students cognitively and affectively. Wordwall becomes effective because it combines learning content, student interaction, visual presentation, and game elements in one learning activity. This combination helps students focus on the material while experiencing learning as an enjoyable process.

The findings also have practical implications for elementary school teachers. Teachers can use Wordwall as an alternative medium to improve students' interest in learning Pancasila Education. The platform can be adapted to various topics, indicators, and learning objectives. Teachers may use Wordwall at the beginning of the lesson to attract students' attention, during the lesson to strengthen conceptual understanding, or at the end of the lesson as a formative assessment tool. This flexibility makes Wordwall suitable for supporting active and student-centered learning. From a theoretical perspective, this study contributes to the discussion of digital game-based learning in elementary education. The findings confirm that learning interest can be improved when students are provided with learning activities that combine enjoyment, interaction, and meaningful content. In the context of Pancasila Education, the use of Wordwall shows that character and citizenship-related materials can be delivered through digital media without reducing the essential values of the subject. Digital media can support value-based learning when the learning design remains aligned with educational objectives.

This study also highlights the importance of balancing technology use in education. Technology may reduce students' attention to learning when it is used mainly for entertainment, but it can also become a constructive learning tool when integrated into classroom instruction. Wordwall demonstrates how digital technology can be redirected from a potential distraction into a medium that

supports students' learning interest. This finding is important for elementary education because students are increasingly familiar with digital environments and need learning experiences that are relevant to their daily lives. Despite these positive findings, this study has several limitations. The research was conducted only on fifth-grade students in SD Gugus IX Mengwi, Badung, so the findings cannot be generalized to all elementary school contexts. The study also focused only on students' learning interest, while other variables such as learning outcomes, motivation, collaboration, and character development were not examined. The implementation of Wordwall also depends on the availability of technological facilities, internet access, and teacher readiness in managing digital learning activities.

Future studies are recommended to examine the use of Wordwall in different grade levels, subjects, and school contexts. Further research may also combine learning interest with other learning outcomes, such as conceptual understanding, critical thinking, or students' character development in Pancasila Education. A longer implementation period may provide more comprehensive evidence regarding the consistency of Wordwall's effect on students' learning interest.

Conclusion

This study concluded that Wordwall educational games had a significant effect on the learning interest of fifth-grade elementary school students in Pancasila Education. The students who were taught using Wordwall obtained a higher learning interest score than those who were taught through conventional learning. The result of the independent sample t-test showed a significance value lower than 0.05, indicating that the difference between the experimental and control classes was statistically significant. The higher mean score in the experimental class shows that Wordwall can create a more interactive, enjoyable, and engaging learning experience. The use of game-based digital media helped reduce students' boredom, increased their attention, and encouraged active participation during Pancasila Education learning. This finding confirms that digital learning media can support affective learning outcomes when they are designed and implemented according to students' characteristics and learning objectives. The results of this study imply that elementary school teachers can use Wordwall as an alternative medium to increase students' interest in learning Pancasila Education. The platform can be applied as a learning activity, practice tool, or formative assessment medium. Future studies are recommended to examine the use of Wordwall in different subjects, grade levels, and school contexts, as well as to investigate its effect on other variables such as learning outcomes, motivation, conceptual understanding, and character development.

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