

The Use of Wordwall in the Implementation of Teaching Modules for the Independent Curriculum to Improve Learning Outcomes of High School Class X Students

Kaysa Syani El Safir Saputri¹, Eka Widyawati Oktavia²

^{1,2,3}Fakultas Keguruan dan Ilmu Pendidikan Bahasa Inggris, Universitas 17 Agustus 1945
Banyuwangi

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Abstract

This study aims to develop and implement the use of the Wordwall application as an interactive learning medium in the Kurikulum Merdeka teaching module to improve the learning outcomes of 10th-grade high school students. The research used the Research and Development (R&D) method with the ADDIE model. The findings indicate that integrating Wordwall into the learning process can enhance student engagement and learning outcomes. Therefore, Wordwall has proven to be effective in supporting Kurikulum Merdeka by creating interactive, enjoyable, and student-relevant learning experiences.

Keywords

Wordwall; Independence Curriculum; Learning Outcomes

(*)Corresponding Author

Eka Widyawati Oktavia

Universitas 17 Agustus 1945 Banyuwangi, Indonesia, ekaw1028@gmail.com

1. INTRODUCTION

In an era of growing education, innovative and engaging learning methods are needed to improve the quality of education in the classroom. One of the approaches introduced in the education curriculum in Indonesia is the Merdeka Curriculum, which was introduced in 2020, then implemented and continuously evaluated in 2021 until now. This curriculum gives educators the freedom to design a learning process that suits the needs and characteristics of students through various activities that increase students' interest in learning. In the midst of various existing methods, the use of technology in learning is becoming increasingly relevant, one of which is the use of Wordwall. Wordwall is a digital tool that allows educators to create various types of interactive activities that can increase student engagement and interest in the learning process. The importance of using technology in education is also supported by research showing that interactive learning media can improve students' understanding of concepts (Marisa, 2021).



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In the context of education in Indonesia, the Merdeka Curriculum implemented at the Senior High School (SMA) level aims to provide freedom to educators in 1 designing learning that is relevant and in accordance with the needs and potential of students. High school grade X students are a group that is in an important transition stage from adolescence to adulthood, the junior high school phase to the senior high school phase which certainly has many significant differences and changes. In this phase, students' interest in learning and independence greatly affect their learning process. The use of Wordwall in learning can significantly increase student motivation and engagement (Ihsan et al., 2023). By utilizing Wordwall, it is expected that students can be more actively involved in every teaching and learning session. Wordwall offers various activity modes, from word games to interactive quizzes, which not only make learning more fun, but also help students in understanding the material better.

The development of using Wordwall in the context of the Merdeka Curriculum also seeks to overcome the challenges often faced by students in learning independently. Many students still depend on guidance from teachers and have difficulty finding the motivation to learn independently. By presenting interesting activities through Wordwall, students can be invited to explore learning materials more independently and interactively. This will form a positive mindset in learning, as well as increase students' confidence when facing educational challenges. As stated by Nugraha (2022), Merdeka Curriculum aims to give teachers the freedom to choose the most effective learning methods and media. Thus, the use of Wordwall in teaching modules can be an interesting and effective alternative.

Student learning outcomes are one indicator of the success of the learning process. Therefore, it is important to find new and effective ways to improve learning outcomes, especially in class X SMA, which is a critical phase for students in building a foundation of knowledge and skills. Through the use of Wordwall in learning, it is expected that students will be more involved and enthusiastic in the learning process, which in turn can have a positive impact on learning outcomes.

2. METHODS

This research uses a development research method or Research and Development 30 (R&D) with the ADDIE development model (Analysis, Design, Development, 31 Implementation, Evaluation). This method was chosen to develop and implement 32 the use of Wordwall media integrated in the Merdeka Curriculum teaching 33 module, in order to improve student learning outcomes.

Research Stages:

1. Needs analysis related to the use of Wordwall-based learning media (Analysis)

The steps include:

- a. Identifying problems in conventional learning, especially in student learning outcomes.
 - b. Conduct a literature study to find out the advantages of Wordwall in the learning process.
 - c. Conducting surveys or interviews with teachers and students to understand their needs and readiness to use Wordwall media in implementing the Merdeka Curriculum.
2. Design includes designing teaching modules that will integrate Wordwall as a learning medium (Design)
The steps are:
 - a. Developing learning objectives based on the Merdeka Curriculum which is 16 relevant for grade X SMA.
 - b. Designing learning activities that can involve Wordwall, so as to increase student interactivity and independence which will have an impact on student learning outcomes.
 - c. Developing evaluation instruments to measure student learning outcomes through the use of Wordwall, as well as the effectiveness of using Wordwall.
3. Development as well as integration stage with Wordwall (Development) The steps include:
 - a. Developing teaching materials in digital form that are integrated with existing features on Wordwall, such as quizzes, matching, and other 28 interactive games.
 - b. Testing the feasibility of teaching modules and Wordwall media by conducting validation to material experts and media experts to ensure content relevance and learning effectiveness.
 - c. Make revisions based on input from validators until the module is ready for implementation.
4. Implementation or implementation of teaching modules that have been developed in class X SMA (Implementation)
The steps are:
 - a. Applying the learning module using Wordwall to the group of X grade students selected as the research subject.
 - b. Observing the learning process and students' involvement in using Wordwall, especially in students' learning outcomes.
 - c. Record any obstacles or feedback from teachers and students related to the use of Wordwall during the learning process.
5. Evaluation of the effectiveness of the Wordwall-based teaching module.
Evaluation is done by:
 - a. Using a questionnaire instrument to measure students' interest and learning independence after using Wordwall.

- b. Analyzing the results of questionnaires and observations to assess the success of using Wordwall in increasing interest and learning independence.
- c. Revising the teaching module according to the evaluation results to improve the effectiveness of the media and teaching module in the next lesson.

3. FINDINGS AND DISCUSSION

The ADDIE methodology (Analysis, Design, Development, Implementation, Evaluation) is used in the development of the use of Wordwall in the implementation of the Merdeka Curriculum teaching module. Each stage in this methodology makes an important contribution to achieving the goal of improving the learning outcomes of grade X SMA students.

3.1. Learning Media and Learning Independence

At the analysis stage, the needs of students and teachers in the learning process were identified. Through surveys and interviews, it was found that high school grade X students have difficulty in understanding the subject matter delivered conventionally. According to Sari (2023), "Students tend to understand the material more easily when taught with interactive and fun methods." Therefore, the use of Wordwall as a teaching aid is expected to meet these needs. This study aims to develop the use of the Wordwall application in the implementation of the Merdeka Curriculum teaching module to improve the learning outcomes of grade X high school students. The research was conducted through three stages of the learning outcomes evaluation cycle. The main problem identified is the low student learning outcomes caused by monotonous and uninteresting learning methods. This is known through the diagnostic assessment of students' cognitive abilities at the pre-cycle stage before the action is implemented. To overcome these problems, the Wordwall application is utilized as an interactive learning media that supports the implementation of the Merdeka Curriculum teaching module, with the hope of increasing student involvement in learning as well as learning outcomes.

3.2 Design includes designing teaching modules that will integrate Wordwall as a learning medium.

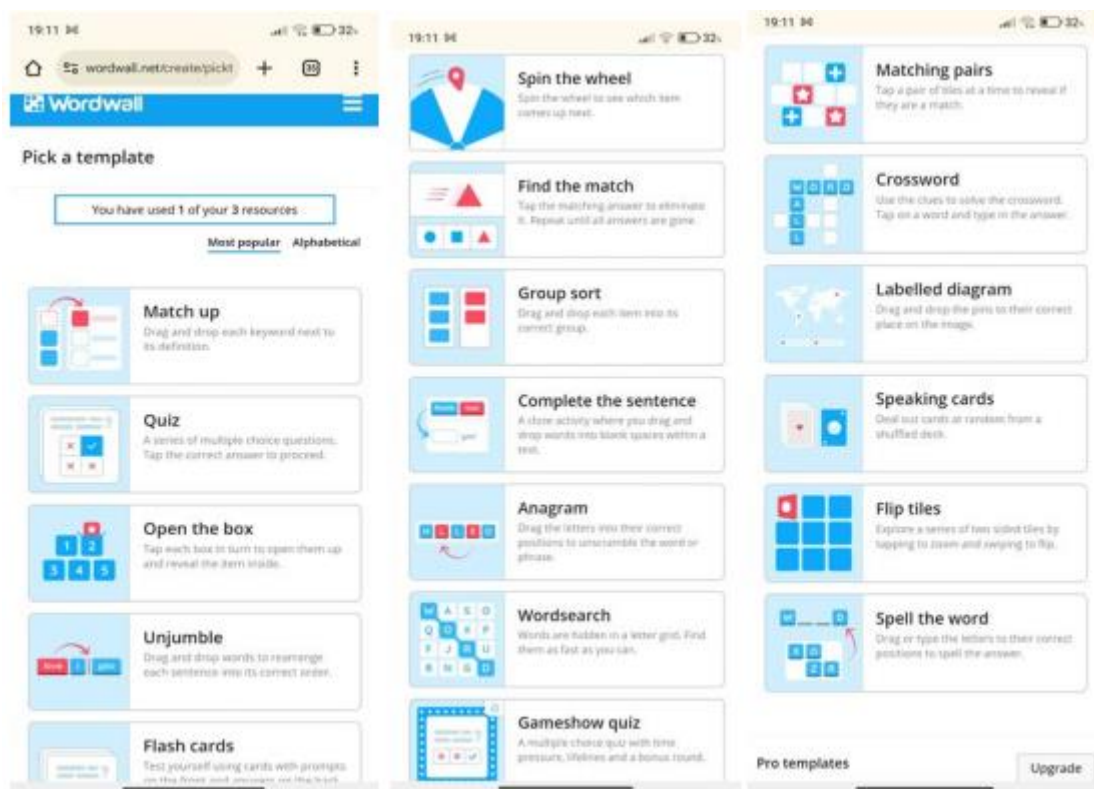
After analysis, the design stage was carried out by designing a teaching module that integrates Wordwall. The module includes various interactive activities such as quizzes, games and practice questions that are relevant to the curriculum. This design aims to create an interesting and challenging learning experience for students. As stated by Rahman (2022), a good learning design should consider students' characteristics and learning context. The learning design includes several cycles that can be done to carry out activities until the final stage. The learning design also

includes the methods used and the evaluation instruments that can be used during the implementation.

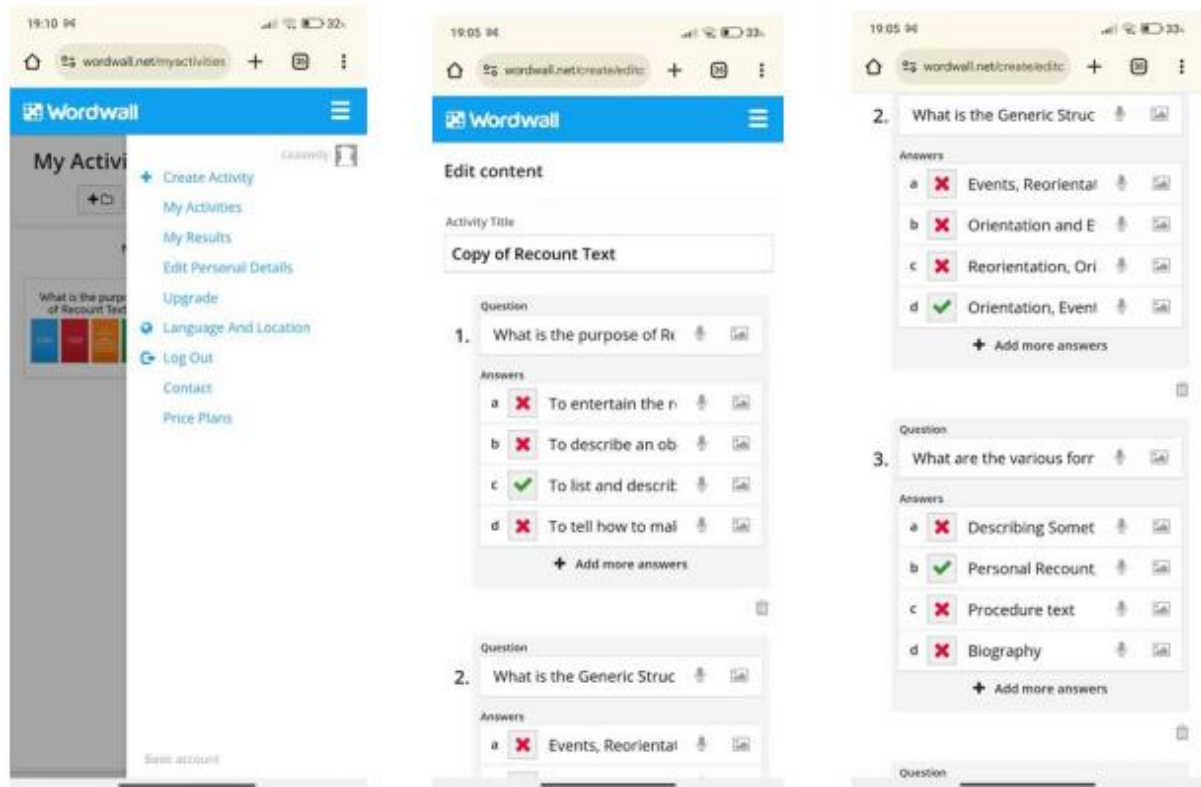
The steps for using the Wordwall application in the learning process are: (1) creating an account at <https://wordwall.net> by filling in the required data; (2) selecting the create activity button to determine the appropriate activity template; (3) writing the title and description of the game; (4) pressing the done button after the activity has been designed; (5) the teacher provides learning objectives and direction regarding the use of the application in the implementation of the teaching module; (6) students access the link provided by the teacher, enter their name, and start the learning activity by pressing the start button; and (7) after completing the activity, students press the quiz finished button to end the game (Pradani, 2022).

3.3 Development as well as integration stage with Wordwall (Development)

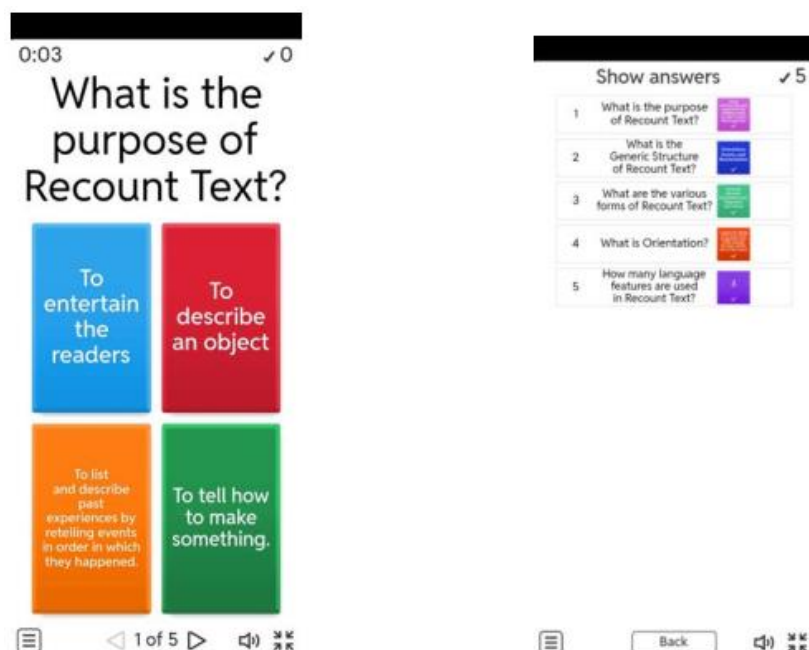
In the development stage, the designed teaching module was implemented using Wordwall. The interactive activities were tested in class to see their effectiveness. The trial results showed that students were more enthusiastic and actively participated in learning. According to research by Hidayah (2023), "The use of interactive media such as Wordwall can increase student participation in the learning process." This shows that Wordwall successfully attracts students' attention and makes them more involved in learning.



The image above shows some of the feature options that can be used by teachers to increase success in improving student learning outcomes. These include multiple choice quiz, spin the wheel and other interesting features.



The image above is the step of making questions using the Wordwall feature.



The image above is how it looks if the material has been applied to the WordWall feature and is ready to be used by teachers in improving student learning outcomes.

3.4 Implementation or implementation of teaching modules that have been developed in class X SMA (Implementation)

Implementation was conducted in several high school X classes using the developed teaching modules. During the learning process, teachers observed an increase in student engagement and their learning outcomes. Evaluation data showed that the average student score increased significantly after using Wordwall in learning. As stated by Setiawan (2023), "The use of technology in learning can have a positive impact on student learning outcomes." This shows that Wordwall not only increases motivation, but also contributes to the improvement of students' learning outcomes.

Cycle 1 was conducted in one meeting and one assessment. In the planning stage of cycle 1, the author analyzed the problems found in the pre-cycle stage to determine the actions to be taken. In this process, the author prepares learning needs, such as compiling Merdeka Curriculum teaching modules by utilizing the Wordwall application, as well as making research instruments in the form of assessment sheets and observation of student behavior during learning.

The implementation of cycle 1 aims to identify shortcomings that need to be improved in the next cycle. Based on observations, students began to focus more on learning and showed courage in answering the teacher's questions. However, collaboration between learners has not been seen optimally. In fact, according to Nur Khanifah (2019), the results of empirical studies show that students who are trained with collaboration skills tend to have better learning outcomes than those who do not receive such training. In addition, classroom conditions were also not fully conducive, as stated by Jumrawarsi and Suhaili (2020), that a good learning atmosphere contributes to the development of more effective and efficient learners to achieve maximum results.

Learning in cycle 2 was carried out with additional steps to improve learning outcomes more significantly. In planning this cycle, the author developed a learning strategy by utilizing Wordwall media and forming study groups based on the Teaching at the Right Level (TaRL) approach. In addition, the author prepared a learning outcome evaluation test using the Wordwall application. Unlike the previous cycle, this time the learners were divided into 8 groups of 5-7 people each.

The implementation of learning in cycle 2 aims to overcome the problems faced by teachers, such as inviting learners to be active in doing tasks through the Wordwall platform in the core activities of 10 questions. The author also formed discussion groups based on learners' cognitive abilities to support the learning process. During the discussion, learners were invited to take turns doing multiple choice quizzes on the Wordwall application with their friends.

The observation results show that learning in cycle 2 requires increased learner activity through the formation of learning groups tailored to individual abilities. This step aims to make learners get guidance that is in accordance with their respective abilities and interests (Gempita et al., 2023). Therefore, the author added treatment in

the form of applying Wordwall learning media based on the TaRL approach in this cycle.

3.5 Evaluation of the effectiveness of the Wordwall-based teaching module.

The evaluation stage was conducted to assess the effectiveness of using Wordwall in the teaching module. Through questionnaires and interviews, students provided positive feedback regarding their learning experience. They found it easier to understand the material and were more motivated to learn. This evaluation is in line with the opinion of Wulandari (2023) who stated, "A good evaluation can provide a clear picture of the success of a learning method." Thus, the use of Wordwall in the implementation of the Merdeka Curriculum teaching module is proven to be effective in improving the learning outcomes of grade X high school students. After the implementation of cycle 2 is complete, a reflection is carried out to analyze the data on the learning outcomes that have been carried out.

Overall, the development of using Wordwall in the implementation of the Merdeka Curriculum teaching module through the ADDIE methodology shows positive results. This confirms the importance of innovation in education to create a better learning experience for students. However, there are some difficulties encountered if this is applied to schools that are not exceeded by the internet. These barriers affect teachers' ability to optimize the use of Wordwall to discuss student work. Therefore, further development is needed to overcome these challenges so that Wordwall media can be effectively integrated in the implementation of Merdeka Curriculum teaching modules.

4. CONCLUSION

The use of Wordwall as an interactive learning medium in the Kurikulum Merdeka teaching module has proven effective in improving the learning outcomes of 10th-grade high school students. The implementation of Wordwall significantly enhanced student engagement through interactive activities such as quizzes and educational games, fostering a more enjoyable and conducive learning environment. Despite challenges such as limited infrastructure and internet access, this study highlights the importance of further development and teacher training to optimize the use of Wordwall, demonstrating its potential to support the goals of Kurikulum Merdeka effectively.

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