



Use of Wordwall In Reading Literacy of Grade III Students Of Al-Muyassar Qur'an Elementary School

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji penggunaan Wordwall sebagai media pembelajaran interaktif dalam meningkatkan literasi membaca pemahaman siswa kelas III di SD Qur'an Al-Muyassar, sekaligus mengisi kesenjangan kajian terkait integrasi media digital berbasis permainan dalam konteks sekolah dasar berbasis keagamaan. Permasalahan penelitian dilatarbelakangi oleh rendahnya keterlibatan dan kemampuan pemahaman membaca siswa akibat dominasi metode pembelajaran konvensional yang kurang variatif. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data berupa observasi, wawancara semi-terstruktur, dan dokumentasi. Analisis data dilakukan melalui tahap reduksi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penggunaan Wordwall secara signifikan meningkatkan keterlibatan dan pemahaman siswa. Hal ini ditunjukkan melalui partisipasi aktif siswa yang melebihi 75%, meningkatnya antusiasme, serta berkurangnya perilaku pasif. Selain itu, kemampuan siswa dalam mengidentifikasi ide pokok, menjawab pertanyaan berbasis teks, dan menyusun kesimpulan sederhana juga mengalami peningkatan. Fitur gamifikasi seperti kuis terbatas waktu dan aktivitas interaktif terbukti mampu meningkatkan konsentrasi dan kecepatan berpikir siswa. Namun, penelitian ini juga menemukan kendala berupa keterbatasan infrastruktur teknologi dan kompetensi digital guru. Secara keseluruhan, Wordwall efektif sebagai media inovatif dalam pembelajaran literasi membaca, dengan kebaruan pada konteks sekolah berbasis Al-Qur'an dan pengukuran keterlibatan serta pemahaman siswa secara lebih operasional.

ABSTRACT

This study aims to examine the use of Wordwall as an interactive learning medium in enhancing reading comprehension literacy among third-grade students at SD Qur'an Al-Muyassar, while addressing the gap in studies on the integration of game-based digital media in reading instruction, particularly in faith-based elementary school contexts. The research problem is rooted in the low levels of student engagement and reading comprehension, which are still dominated by conventional and less varied teaching methods. This study employs a qualitative descriptive approach with data collection techniques including observation, semi-structured interviews, and documentation. Data analysis was conducted through the stages of data reduction, data display, and conclusion drawing. The findings indicate that the use of Wordwall significantly improves both student engagement and comprehension. This is reflected in active student participation exceeding 75%, increased enthusiasm, and reduced passive behavior. In addition, students' abilities to identify main ideas, answer text-based questions accurately, and construct simple conclusions also showed improvement. Gamification features such as time-limited quizzes and interactive activities were found to enhance students' concentration and processing speed. However, the study also identified challenges, including limited technological infrastructure and teachers' digital competence. Overall, Wordwall is effective as an innovative medium for reading literacy instruction, with novelty in its application within a Qur'an-based school context and in the operational measurement of student engagement and comprehension.

INTRODUCTION

Reading is one of the fundamental skills that plays an essential role in human life, particularly in the context of education. Through reading, individuals can access a wide range of information, broaden their knowledge, and enhance and develop their understanding.

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According to Dalman in (Sirating & Resmi, 2021), reading literacy is a cognitive process that involves an individual's ability to comprehend and extract information contained in written texts. Reading literacy plays a crucial role throughout life, as reading serves as an essential means of communication in a cultured society. In language skills, there are four main aspects: listening, speaking, reading, and writing. These four skills are interconnected and interact with one another in various forms, making them inseparable in the process of language acquisition.

Reading comprehension refers to reading with the purpose of obtaining information contained in a text to gain understanding (Abidin et al., 2021). It is a cognitive skill involving the ability to understand the content of a text so that both implicit and explicit meanings conveyed by the author can be grasped by the reader (Oktrifianity, 2021). After reading, readers are expected to be able to express their understanding of the text. Essentially, reading comprehension literacy is an advanced stage following early reading. At this stage, readers are no longer merely pronouncing letters or forming sounds into words, phrases, and sentences, but are required to understand the meaning and overall content of the text. In learning reading comprehension literacy, students are expected to capture and understand the meaning contained in the reading material.

In the ever-evolving world of education, the integration of technology-based tools has become increasingly important to enhance student engagement and learning outcomes. Technology has a significant impact on education as it provides students with knowledge about natural phenomena and factual information. Moreover, technology helps individuals apply knowledge to facilitate daily life and simplify complex tasks (Maritsa et al., 2021). To improve the quality of education, innovations are needed in curriculum development, teaching methods, as well as the provision of educational facilities and infrastructure. Teachers need to be more creative in their teaching methods so that students can learn more effectively, both in the classroom and independently (Firdos et al., 2023). All elements in the education sector must be able to adapt to and keep pace with technological advancements, as technology continues to evolve (Hasanah Uswatun, 2021).

Technology has led to the development of various types of learning media, particularly interactive and innovative digital learning media (Hadi & Yofita Sari, 2020). The use of technology is closely related to teachers' ability to implement learning media effectively. Therefore, teachers need to be creative in utilizing instructional models that can enhance students' knowledge (Yudha Setiawan, 2022). Teachers should use innovative and interactive learning materials to help students better understand the subject matter and motivate them

(Nurhidayat et al., 2022). Teachers can use media to deliver learning content; however, if students do not fully understand the material and the use of instructional media is ineffective, their reading comprehension ability tends to be low. Reading comprehension learning requires various skills, such as understanding information, interpreting meaning, and drawing conclusions from the text. In practice, elementary school reading comprehension learning still faces several challenges, including limited time, inadequate learning facilities, and the complexity of reading materials presented (Hadi & Yofita Sari, 2020). Therefore, teachers play an important role in guiding students to develop these skills. Monotonous teaching methods and lack of variation can cause students difficulty in understanding reading content. In the current era, students' interest in learning tends to decline as they are more attracted to activities they perceive as enjoyable.

Based on observations conducted at SD Qur'an Al-Muyassar with third-grade students, it was found that most students still experience difficulties in understanding reading texts. Generally, students tend to read superficially without grasping the deeper meaning of the text, and their learning activity levels are low. This condition is caused by the limited use of interactive technology-based learning media, particularly in Indonesian language learning. Teachers tend to use conventional and monotonous instructional media, leading to boredom and limited student engagement during the learning process. Additionally, limitations in teachers' technological skills, time constraints, lack of resources, and low levels of creativity and innovation also contribute to these challenges. This occurs because teachers feel more comfortable and practical delivering material without utilizing technology-based media. These findings are consistent with Nisa and Renoningtyas (2021), who state that the lack of teacher knowledge regarding innovative technology-based learning media is a major obstacle, resulting in teaching materials still being dominated by printed books. The use of monotonous learning media indirectly causes students to feel bored, which impacts their low level of learning activity. Therefore, teachers need to integrate effective and efficient technology-based learning media in both the design and implementation processes to support more optimal Indonesian language learning.

Furthermore, interviews with third-grade teachers revealed that students tend to be passive and that teachers have not optimally varied their use of instructional media. Students show low enthusiasm during the learning process, particularly when completing and responding to assignments given by the teacher. Some students feel pressured when facing questions, which affects their learning outcomes. Therefore, innovative, effective, and efficient learning approaches are needed to attract students' interest and improve their

motivation, one of which is through the use of technology as a learning medium (Zahwa et al., 2022). Quality learning is student-centered, emphasizes student activity, utilizes various approaches and methods, incorporates diverse learning media, and creates a conducive, engaging, and enjoyable learning environment (Marlita et al., 2023). Thus, teachers have the responsibility to create a pleasant learning atmosphere (M. Suud & Rivai, 2022). In addition to being instructors, teachers also serve as mentors, companions, and figures close to students. In some situations, teachers become a place for students to express problems they cannot share with their parents. This role shows that caring and supportive relationships from teachers can enhance students' motivation to learn. Teachers need to ensure the availability of a learning environment and facilities that are enjoyable, not boring, and capable of fostering students' enthusiasm without causing anxiety (Suhaemi et al., 2020). In this effort, teachers can utilize various learning media, especially innovative ones, to make content delivery more effective. Essentially, educational technology plays a role in addressing learning problems through relevant approaches and principles (Hasanah Uswatun, 2021). The use of educational technology, such as software-based media and computer applications, allows teachers to present more engaging and effective learning resources (Ekawati et al., 2022).

Based on these problems, the researcher proposes a solution through the implementation of research utilizing technology-based learning media so that students can learn while playing. Learning processes that integrate digital platforms as instructional media enable collaboration between educational and game elements while also developing skills and supporting the achievement of learning objectives (Chowdhury et al., 2024). This technology- and game-based learning is relatively easy to use and can create active and engaging learning experiences for students. One form of interactive learning technology that can be utilized is Wordwall, a platform that allows teachers to design various learning activities such as quizzes, crosswords, and other educational games. The use of this media can increase student engagement and support their understanding in the learning process.

Wordwall is an engaging application for students as both a learning medium and an assessment tool. This web-based application utilizes gamification concepts to present various games and quizzes in the learning evaluation process (Jannah, 2024). Wordwall has several advantages, including basic features that can be accessed for free and a wide variety of templates. Additionally, the activities created can be directly shared through platforms such as Google Classroom and WhatsApp, and can also be printed in PDF format (Tatsa Galuh Pradani, 2022). Another advantage is the availability of various game-based quiz templates that can increase students' interest in learning and make the learning process more interactive

(Sun'iyah, 2020). Wordwall provides various types of activities such as multiple-choice quizzes, crosswords, matching pairs, and find-the-match exercises, among others. Thus, this evaluation media can be used for both daily assessments and semester evaluations. Wordwall features an attractive visual display that helps reduce boredom and create a more enjoyable learning atmosphere. A flexible learning process also makes students feel less pressured during learning activities (Durrotunnisa & Nur, 2022). Moreover, Wordwall can improve the effectiveness and efficiency of the learning process by helping students better understand the material (Jannah, 2024).

Research by Yulianti et al. (2025) shows that students' early reading literacy skills were initially low. After implementing Wordwall, students found it easier to recognize symbols, letters, sounds, syllables, and words. Additionally, the use of Wordwall increased students' interest and motivation in learning early reading. Thus, Wordwall has proven effective in improving elementary students' early reading literacy skills. The similarity lies in examining the use of Wordwall in learning, employing a qualitative descriptive approach, and focusing on reading literacy in elementary schools. The difference is that the study focused on early reading (grade I), whereas the present study focuses on reading comprehension (grade III). Another study by Rohman and Yustiana (2025) indicates that Wordwall significantly influences student activeness and learning outcomes. This study used a quantitative experimental approach. The results showed that students who learned using Wordwall had higher levels of activeness compared to those who used conventional methods. In addition, learning outcomes improved as the learning process became more engaging, interactive, and less monotonous. The similarity lies in the use of Wordwall as a learning medium and the improvement of student activeness. The difference is that the previous study used a quantitative experimental approach, while the present study uses a qualitative approach, focusing on reading comprehension literacy rather than activeness and learning outcomes.

This study aims to analyze the feasibility of using Wordwall media in reading comprehension literacy learning at SD Qur'an Al-Muyassar. Previous studies have generally focused on the use of Wordwall in specific subjects and have not extensively examined its application in improving reading comprehension skills. Therefore, this study seeks to investigate the extent to which Wordwall can be effectively used to support reading comprehension literacy learning. In the analysis process, the researcher identifies various aspects influencing the effectiveness of Wordwall as a learning medium, including its strengths, weaknesses, and challenges in its implementation. The strengths are examined to determine how far Wordwall can create interactive and engaging learning while increasing

student involvement in understanding reading content. Meanwhile, the weaknesses are analyzed to identify the limitations of this media in supporting reading comprehension learning. In addition, various challenges, both technical and pedagogical, are examined to identify potential obstacles during classroom implementation. Thus, this study is expected to provide a comprehensive overview of the feasibility and effectiveness of Wordwall in reading comprehension literacy learning. The results of this study are also expected to serve as a reference for teachers and schools in developing innovative and effective learning through the use of digital media.

RESEARCH METHOD

This study was conducted in Grade III at SD Qur'an Al-Muyassar, Beurawe, Kuta Alam District, Banda Aceh. It employed a qualitative descriptive approach aimed at understanding and describing in depth the phenomenon of using Wordwall as a learning medium in reading comprehension literacy within a natural context (Niam, 2024). The research subjects consisted of one Grade III teacher and three students selected using a purposive sampling technique. The selection was based on the consideration that the chosen informants were those who had the most knowledge of and direct involvement in the use of Wordwall in the learning process. Although the number of subjects was relatively limited, this study did not aim for generalization, but rather to obtain an in-depth understanding of the phenomenon under investigation.

Data collection techniques in this study included observation, interviews, and documentation. Observations were conducted directly to examine reading comprehension literacy learning activities and the use of Wordwall in the classroom. Interviews were conducted in a structured manner using a set of pre-prepared questions to gather information from both the teacher and students regarding their experiences and perceptions of using the media. Documentation was used to complement the data in the form of activity photos, instructional materials, and students' work.

Data analysis employed the interactive model of Miles and Huberman, which includes data collection, data reduction, data display, and conclusion drawing (Sugiyono, 2022). Operationally, the analysis process began with transcribing interview results and recording observation findings in detail. This was followed by an open coding process by identifying key themes related to the use of Wordwall and students' reading comprehension literacy activities. The data were then categorized into several themes, such as student engagement,

reading comprehension, and challenges in using the media. The next stage involved data interpretation by linking field findings with relevant concepts and theories.

To ensure data validity, this study applied source and technique triangulation by comparing data obtained from observations, interviews, and documentation. In addition, member checking was conducted by reconfirming interview results with the informants to ensure the accuracy of the data in representing their intended meanings. The researcher also maintained an audit trail to ensure transparency in the data collection and analysis processes. The data were presented in a descriptive narrative form, supported by tables or figures to clarify the research findings. The final stage involved drawing conclusions systematically based on data reduction and presentation, resulting in a comprehensive overview of the use of Wordwall as a medium in reading comprehension literacy for Grade III students at SD Qur'an Al-Muyassar.

RESULT AND DISCUSSION

Result

In this section, the researcher will present the main findings obtained through in-depth interviews with third-grade students, observation results and documentation studies in research regarding the analysis of the use of Wordwall media in reading comprehension literacy of third-grade students of SD Al-Muyassar Qur'an as follows.

Table 1: Interview Findings Data

No	Aspects of Learning Resources Assessment	Interview Findings
1	Visual and Multimedia Interest	On average, students prefer learning resources that contain lots of images, videos, and animations. They find purely textual material boring.
2	Interactivity Preferences	Students love having interactive features like quizzes with immediate feedback.
3	Interest in the wordwall feature	Students are interested in topics that are close to everyday life and adventure stories.
4	Wordwall feature expectations	Students are enthusiastic about the potential of wordwall media to present videos, interactive quizzes, image/video galleries.
5	The need for a simple explanation	Some students had difficulty with difficult terms in the text and wished for simpler explanations.

Table 2: Observation Findings Data

No	Aspects of Reading Learning Assessment	Observation Findings
1	Active student involvement	Most reading activities are individual and passive. Interaction with the learning material is limited to

2	Variation in response to conventional material	answering written questions after reading. There are significant differences in the level of student engagement with reading material, some are focused, others get bored easily or have difficulty concentrating.
3	Utilization of visual/interactive media	The use of visual or interactive media in reading instruction is still very minimal, with textbooks and blackboards dominating the learning process.
4	Response to technology use (limited)	When teachers use a projector to display images or videos, students show more positive responses and higher engagement.

The Use of Wordwall Media in Reading Comprehension Literacy Learning

Based on the observation results, the use of Wordwall in Indonesian language learning was implemented through interactive quiz activities based on reading texts. The teacher presented the material in the form of multiple-choice questions, matching exercises, and timed quizzes referring to the content of the text. The findings in Table 1 indicate that students show a strong preference for visual and interactive learning resources. This suggests that Wordwall aligns well with the learning characteristics of elementary school students, who require visual stimuli and active engagement.

Conceptually, the use of Wordwall supports the reading comprehension process at several levels: Literal comprehension, through direct questions related to the content of the text. Inferential comprehension, through questions that require students to draw simple conclusions. Interpretative comprehension, through quiz result discussions and feedback. Thus, Wordwall functions not only as an evaluation tool but also as a learning medium that integrates reading and comprehension activities simultaneously.

The Impact of Wordwall on Students' Reading Comprehension Literacy

The observation results show an increase in student engagement during learning activities using Wordwall. Students were more active in answering questions and demonstrated higher enthusiasm compared to when conventional methods were used. Based on the interviews, students stated that Wordwall helped them understand the content of the text more easily, particularly due to the combination of text, images, and interactivity. More specifically, improvements in reading comprehension skills were observed in: Identifying the main idea, where students were quicker in recognizing the core of the text through guided questions. Answering text-based questions, where students provided more accurate responses. Drawing simple conclusions, particularly in multiple-choice and matching-based tasks. However, not all students showed the same response. Variations in ability were found, where

some students still experienced difficulty in understanding certain terms in the text and required additional explanation from the teacher. This indicates that Wordwall has not fully accommodated the needs of students with varying literacy abilities. Therefore, although Wordwall is effective in increasing engagement and improving certain aspects of comprehension, the role of the teacher remains crucial in providing scaffolding or guidance.

Challenges and Limitations in the Use of Wordwall in Learning

The research findings also revealed several challenges in using Wordwall. Based on observations and interviews, these challenges include: Limited facilities, such as devices and internet connectivity that are not always stable. Feature limitations in the free version, which restrict the variety of learning activities. Student and teacher readiness, as not all students possess equal ability to participate in technology-based learning

In addition, negative cases were identified, where some students were less focused on the reading content and more interested in the game aspects. This condition has the potential to shift the primary learning objective from text comprehension to merely completing the game. This indicates that the use of Wordwall must be balanced with appropriate pedagogical strategies to ensure that it remains oriented toward achieving reading comprehension literacy objectives, rather than focusing solely on entertainment aspects.

DISCUSSION

The use of Wordwall media in reading comprehension literacy learning in Grade III at SD Qur'an Al-Muyassar shows a positive contribution to improving student engagement and comprehension. However, these findings should not only be understood descriptively but also analyzed conceptually to explain why and under what conditions this media is effective. Theoretically, the effectiveness of Wordwall can be explained through a cognitive theory perspective, where learning that involves visual and interactive stimuli can strengthen the process of encoding information in students' memory. The combination of text, images, and quiz-based activities allows students to process information more deeply, thereby helping them understand the main ideas and details of the text. This is consistent with the research findings indicating that students find it easier to understand reading content when it is presented in a visual-interactive format compared to conventional text.

From a constructivist perspective, Wordwall provides opportunities for students to build their own understanding through active learning experiences. Activities such as answering

quizzes, matching responses, and receiving immediate feedback encourage students to engage in thinking processes rather than passively receiving information. In this context, Wordwall functions not only as a supporting tool but also as a learning environment that facilitates independent knowledge construction.

Furthermore, from a gamification perspective, the use of game elements such as scores, time limits, and instant feedback has been shown to increase students' intrinsic motivation. Interview findings indicating that students feel the learning is "more fun" and "less boring" suggest that emotional aspects of learning also play a role in enhancing engagement. However, this aspect also requires critical consideration, as the dominance of game elements may shift students' focus from understanding the text to merely completing the game. Although the results show a positive trend, further analysis reveals that the effectiveness of Wordwall is not absolute. Variations in student responses indicate that not all students benefit equally. Students with lower literacy skills still experience difficulties in understanding terms or meanings in the text, even when using interactive media. This suggests that Wordwall cannot fully replace the teacher's role in providing conceptual explanations and scaffolding. In other words, this media is effective as a supporting tool, but not as a standalone solution in reading comprehension literacy learning.

In addition, technical limitations such as dependence on internet connectivity and paid features also influence the implementation of Wordwall. In this context, the effectiveness of the media is highly dependent on infrastructure readiness and teachers' digital competence. Without adequate support, the potential of Wordwall cannot be optimally utilized.

The integration of research findings with previous studies indicates that Wordwall has advantages in increasing engagement and learning motivation (Wafiqni & Putri, 2021; Aidah & Nurafni, 2022; Lestari, 2021). However, this study adds a new dimension by showing that these improvements are more dominant in aspects of engagement and basic comprehension, while students' interpretative and analytical skills still require further pedagogical intervention. Thus, this study expands the understanding that gamification-based media are effective in the early stages of reading literacy but need to be combined with other learning strategies to achieve deeper comprehension.

Practically, these findings imply that teachers need to design the use of Wordwall in a structured manner, not only as an evaluation tool or game, but as part of a comprehensive literacy learning strategy. Teachers also need to adjust the level of difficulty of the questions, provide additional explanations, and integrate discussions to deepen students' understanding. Therefore, this discussion emphasizes that the success of using Wordwall in reading

comprehension literacy lies not only in its technological advantages but also in how it is pedagogically integrated into the learning process.



Figure 1. The Use of Wordwall Media

The results of in-depth interviews with students indicate that they find it easier to understand reading content through the interactive activities provided by Wordwall. Features such as quizzes, puzzles, and matching games allow students to directly test their reading comprehension and receive immediate feedback. This helps students identify parts of the text they have not fully understood, enabling them to focus their learning efforts on areas that need improvement. The following are excerpts from student interviews:

Student 1: “I like learning with Wordwall because it is more fun and enjoyable. The questions are also more interesting than in books.”

Student 2: “It is easier for me to understand the text because there are pictures and videos in Wordwall. I can also learn while playing.”

Student 3: “I like it when quizzes appear immediately because I can instantly know which answers are correct and which are wrong.”

Direct observation during the learning process shows that students demonstrate high enthusiasm and actively participate in activities using Wordwall. This finding is supported by the teacher’s statement that Wordwall increases students’ interest in learning and encourages their engagement. The presentation in the form of interactive games with attractive visuals has proven to create a fun and non-boring learning atmosphere, motivating students to better understand and explore the learning material. The following is an excerpt from the teacher interview:

Teacher: “Wordwall greatly helps me in delivering reading comprehension literacy material to students. Students become more active and enthusiastic in participating in learning and find it easier to understand the text. Through the Wordwall platform, I can also monitor individual progress in reading comprehension, allowing me to identify students who have understood the material and those who still need guidance. In addition, Wordwall supports the

creation of a more interactive and enjoyable learning environment, so students do not feel bored and are more motivated to learn.”

Despite its various advantages, the use of Wordwall in reading comprehension literacy also has limitations. One limitation is the restricted features in the free version, where more complete features are only accessible through a paid subscription, which may be a constraint for schools with limited budgets. In addition, Wordwall requires a stable internet connection, which may not be equally available in all areas. There are also operational challenges related to teachers' limited ability to utilize the platform. Teachers require adequate training to use Wordwall optimally, effectively, and creatively in reading comprehension literacy learning. Limitations in infrastructure, such as the availability of devices and internet access at school, are also important factors to consider to ensure equal access for all students. Furthermore, although Wordwall provides various templates, content specifically aligned with reading comprehension literacy materials still needs to be adapted, requiring teachers to prepare additional materials according to learning needs. According to Lestari (2021), Wordwall has several advantages: it can create meaningful learning and is easy to use at various educational levels; it is accessible via mobile devices, thereby increasing student engagement; and it has a creative design with diverse templates that attract students' attention. However, its disadvantages include the relatively time-consuming content creation process, font sizes that are sometimes too small and cannot be adjusted, and dependence on internet access or data availability, which limits optimal use without such support (Lestari, 2021).

To address the limitations of the free version, the basic features available in Wordwall are actually sufficient to design interactive reading comprehension literacy learning. Teachers can utilize these features to create quizzes, games, and activities that effectively support text comprehension. Regarding dependence on internet connectivity, schools can strive to provide better access for teachers and students or use Wordwall when the network is available. Additionally, providing training for teachers is essential to ensure optimal use of Wordwall in reading comprehension literacy learning. Schools can organize specific training programs or invite experts to enhance teachers' competencies. As for the limitations of content aligned with reading comprehension literacy materials, these can be addressed by developing instructional materials independently, allowing Wordwall to continue functioning as a supporting medium in improving reading comprehension literacy.

CONCLUSION

Based on the results and discussion of the study on the use of Wordwall in reading comprehension literacy among Grade III students at SD Qur'an Al-Muyassar, it can be concluded that Wordwall is an effective web-based interactive learning medium for supporting reading literacy instruction. This effectiveness is reflected in increased student engagement in learning activities, improved ease in understanding reading content, and the creation of a more interactive and enjoyable learning environment compared to conventional methods. However, these findings should be interpreted within the limitations of the study, namely the small number of participants and the specific context of a single class in one school. Therefore, the results cannot be broadly generalized without further investigation in different contexts.

Theoretically, this study contributes to the development of technology-based reading literacy research, particularly through a gamification approach in learning, which has been shown to enhance student engagement and comprehension. This study also reinforces the view that integrating interactive digital media can be an effective strategy for improving the quality of language learning in elementary schools. Practically, the findings imply that teachers can utilize Wordwall as an innovative and varied alternative learning medium, while also highlighting the need to improve teachers' competence in using educational technology. In addition, schools are expected to provide adequate supporting facilities and infrastructure, such as devices and stable internet access, to optimize the implementation of digital learning media.

Nevertheless, this study has several limitations, including restricted features in the free version of Wordwall and dependence on stable internet connectivity. Therefore, future research is recommended to involve a larger number of participants, employ a mixed-methods approach, and examine the effectiveness of Wordwall quantitatively in order to obtain more comprehensive and generalizable results. In conclusion, Wordwall has strong potential to be further developed as a technology-based learning medium for enhancing reading comprehension literacy among elementary school students.

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