

APPLICATION OF INTERACTIVE LEARNING MEDIA WORDWALL IN PANCASILA EDUCATION LEARNING TO IMPROVE LEARNING OUTCOMES OF GRADE V STUDENTS OF SD NEGERI 1 LUBUKLINGGAU

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Abstract: This study aims to determine whether the interactive learning media Wordwall can improve the Civic Education learning outcomes of fifth-grade students at SD Negeri 1 Lubuklinggau. This research used Classroom Action Research (CAR) with 22 students as the subjects. Data were collected using observation, tests, and documentation, and analyzed quantitatively. The study was conducted in two cycles, each consisting of planning, implementation, observation, and reflection. The results showed a significant improvement in learning outcomes. In Cycle I, student mastery increased from 9% to 40%. In Cycle II, mastery improved to 86.37%. These findings indicate that the interactive learning media Wordwall is effective in improving Civic Education outcomes for fifth-grade students.

Keywords: Learning Outcomes, Interactive Media, Civic Education, CAR, Wordwall

INTRODUCTION

Education plays an important role in developing students' potential in terms of knowledge, skills, and attitudes. According to Susanto (2017:12), elementary education serves as a crucial foundation for shaping children's character and personality; therefore, learning must be designed using enjoyable and meaningful approaches. The quality of

learning depends heavily on the teacher's ability to select models and media that stimulate student engagement and understanding.

One subject that significantly contributes to building national character is Pancasila Education. Through this subject, students learn values such as cooperation, justice, responsibility, and patriotism. According to Rahayu and Nugraheni (2021:45), Pancasila Education in elementary schools aims to instill national values in contextual and applicable ways. However, in practice, learning tends to be monotonous, less contextual, and uninteresting, resulting in low student participation and comprehension.

Interviews with the homeroom teacher revealed that students were less enthusiastic during Pancasila Education lessons. This is supported by daily test results on the topic "Pancasila Values in Daily Life," where only 5 out of 22 students (22.72%) scored above the KKTP (70), while 17 students (77.27%) scored below. The class average was 68, indicating that the learning process had not been effective. This condition highlights the need for learning innovations that can capture students' interest and engage them actively. One such innovation is the use of interactive technology-based learning media. Wordwall is a web-based digital platform that offers various educational game formats such as quizzes, crosswords, matching games, and spinning wheels. Teachers can use Wordwall to present material in more interactive and attractive ways. This media not only enriches learning variations but can also be used to evaluate students' understanding. Because Wordwall can be accessed through devices such as laptops, tablets, or smartphones, it is suitable for technology-integrated learning.

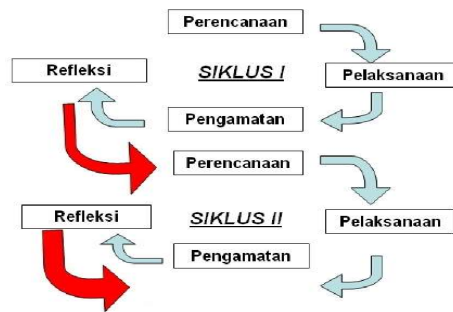
Based on classroom observations at SD Negeri 1 Lubuklinggau, the researcher was encouraged to apply Wordwall interactive learning media in Pancasila Education learning. This study was conducted as Classroom Action Research (CAR) with a quantitative approach, aiming to improve learning outcomes in the topic of Pancasila values in everyday life. The study compared results before and after applying Wordwall, using tests and quantitative descriptive analysis.

It is expected that this study will make Pancasila Education learning more engaging, participatory, and meaningful, enabling students to not only understand but internalize Pancasila values in their daily lives. Wordwall is also expected to serve as an

innovative solution for teachers facing low learning outcome challenges in elementary schools.

RESEARCH METHOD

This study consisted of two cycles—Cycle I and Cycle II—following the Classroom Action Research model by Kemmis and McTaggart, which includes: (1) planning, (2) acting, (3) observing, and (4) reflecting.



Gambar 3.1. Desain Penelitian Tindakan Kelas Model Kemmis & Mc Taggart (Budiman, dkk: 2024)

RESEARCH RESULTS

The study was conducted in Grade V of SD Negeri 1 Lubuklinggau with 22 students. Data were collected using a multiple-choice test consisting of 10 questions. Learning outcomes were evaluated using scoring guidelines to measure critical thinking abilities. To observe changes in learning outcomes in each cycle, the results are summarized in the following table.

Table 4.1 Percentage Recapitulation of Civic Education Learning Mastery Cycle I and Cycle II

No	Cycle	Treatment	Average Score	Not Mastered		Mastered		Total	
				F	Percentage	F	Percentage	F	Percentage

					(%)		(%)		(%)
1.	Cycle 1	Pre-test	37.27	20	91	2	9	22	100
		Post-test	63,63	13	60	9	40	22	100
2.	Cycle 2	Post-test	77.27	3	13,63	19	77,36	22	100

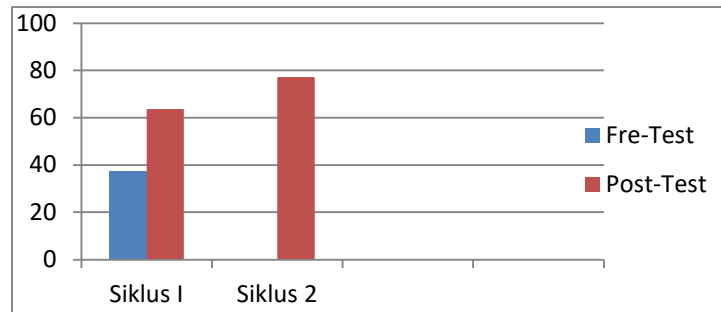
Based on Table 4.1, it can be seen that the mastery of Civic Education learning outcomes among fifth-grade students experienced a significant increase. This improvement can be observed after the implementation of the interactive learning media Wordwall, which focused on the topic of applying Pancasila values in daily life and was carried out during the first cycle. In the pre-test, the average score of fifth-grade students was 37.27, with only 9% of students achieving mastery, meaning that only 2 out of 22 students met the minimum criteria. However, after participating in the learning activities using the Wordwall interactive media, students' learning outcomes increased, indicated by an average post-test score of 63.63, with 40% of students (9 out of 22) achieving mastery and demonstrating understanding of the material presented.

In the second cycle, learning activities continued using the same interactive media, focusing on the application of Pancasila values in everyday life. The results showed a significant improvement in students' post-test scores, with the class average reaching 77.27. The percentage of students achieving mastery increased to 86.36%, meaning that 19 out of 22 students successfully understood and mastered the material taught during Cycle II

DISCUSSION

The diagram shows a significant improvement across both cycles. In Cycle I, the mastery percentage was 37.27%, which increased significantly in Cycle II to 77.27%.

Figure 4.1 Recapitulation of Civic Education Learning Mastery



In Figure 4.2, it is clearly shown that throughout the two learning cycles conducted, there was a significant increase in the Civic Education learning outcomes of fifth-grade students at SD Negeri 1 Lubuklinggau. In the first cycle, the mastery level for the Civic Education subject was recorded at 37.27%. Meanwhile, in the second cycle, there was a very substantial positive increase, with the mastery percentage rising to 77.27%.

CONCLUSION

The results of this study show an improvement in the Civic Education learning outcomes of fifth-grade students at SD Negeri 1 Lubuklinggau. This improvement was observed after the implementation of the learning media in the Civic Education subject during the even semester of the 2025/2026 academic year. The data supporting these findings can be clearly seen from the comparison of students' average scores across the two learning cycles. In Cycle I, the average pre-test score was 37.27, with only 2 out of 22 students (9%) achieving mastery. After the initial intervention, the average post-test score increased to 63.63, with 9 out of 22 students (40%) meeting the mastery criteria. Although there was an improvement, these results also served as a reflective point for the researcher regarding the need to further motivate and encourage active student participation in each phase of the learning process.

In Cycle II, the results showed a more significant improvement. The average post-test score in this cycle reached 77.27, with 19 out of 22 students (86.37%) successfully achieving mastery. This substantial increase indicates that the use of Wordwall

interactive learning media in the Civic Education subject had a highly positive impact. The consistent improvement in Civic Education learning outcomes reinforces the effectiveness of the media used. Therefore, it can be concluded that the Wordwall interactive learning media can be used as an effective alternative model and learning tool to enhance student learning outcomes.

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