PENERAPAN *WORDWALL* UNTUK MENINGKATKAN EFEKTIVITAS PENILAIAN FORMATIF PENDIDIKAN PANCASILA DI KELAS 8A ICP SMP LABORATORIUM UNIVERSITAS NEGERI MALANG

Widya Kumala[1], Nur Wahyu Rochmadi[2]*

[1]PPG Sekolah Pascasarjana, Universitas Negeri Malang
[2]Pendidikan Pancasila dan Kewarganegaraan, Universitas Negeri Malang
Jl. Semarang No. 5 Malang, Jawa Timur, Indonesia
*Corresponding author, email: nur.wahyu.fis@um.ac.id

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Abstract
This study aims to develop a Wordwall-based formative assessment and to analyze its effectiveness in enhancing students' learning motivation, activeness, and participation, as well as improving assessment time efficiency and media flexibility in Pancasila Education for class 8A ICP at SMP Laboratorium UM. The research employed a qualitative approach using descriptive methods to obtain an in-depth understanding of the implementation process and its educational impact. Data were collected through teaching modules, interviews, classroom observations, and documentation. The implementation of Wordwall as a formative assessment medium allowed students to engage more actively in learning activities through interactive and game-based evaluation formats. The findings indicate that the use of Wordwall contributed to increased learning motivation, higher levels of student activeness and participation, and a more efficient assessment process compared to conventional assessment methods. In addition, Wordwall demonstrated high flexibility, as it can be accessed using various digital devices such as computers, tablets, and smartphones, enabling its use both inside and outside the classroom. These results suggest that Wordwall is an effective and practical digital assessment medium for supporting formative assessment in Pancasila Education. The study highlights the potential of interactive digital platforms to create a more engaging, efficient, and flexible assessment environment that aligns with contemporary educational needs and technology-integrated learning practices.

Introduction

Assessment is a fundamental component of the teaching and learning process. Through assessment, teachers are able to measure the extent to which students achieve the intended learning objectives and to identify students' learning progress. Assessment also serves as a basis for designing appropriate instructional programs so that learning services can be provided according to students' actual needs and conditions (Baruta, 2023).

In educational practice, assessment is commonly categorized into three types: diagnostic (initial), formative, and summative assessment. Diagnostic assessment is conducted at the beginning of learning to identify students' prior knowledge, skills, and readiness. Formative assessment is implemented during the learning process to monitor students' progress and to provide continuous feedback for both teachers and students. Meanwhile, summative assessment is carried out at the end of a learning period, such as at the end of a unit or semester, to evaluate students' overall achievement and mastery of learning outcomes (Wulan, 2020).

Formative assessment is typically conducted in every learning session. However, many formative assessments are still administered using paper-based media, such as worksheets or written tests in the form of essays or multiple-choice questions. Paper-based formative assessment presents several limitations, including time-consuming preparation and grading processes, limited capacity to assess performance-based skills, delayed feedback provision, and susceptibility to subjective bias or human error during scoring (Nurjannah, 2017). Consequently, paper-based formative assessment has increasingly been complemented or replaced by digital assessment methods that offer greater efficiency and immediacy.

Various digital platforms have been widely adopted for formative assessment, such as Google Forms, Quizizz, Gimkit, Kahoot, and Learning Management System (LMS)-based tools. These platforms are generally visual, interactive, and capable of providing automatic scoring and instant feedback. Previous studies have demonstrated the effectiveness of such digital tools in supporting formative assessment practices (Febrianti & Susilowibowo, 2023; Levia et al., 2024; Sidik, 2023; Yusra & Zakir, 2024). Nevertheless, the repetitive use of similar digital assessment media may lead to student boredom, indicating the need for alternative formative assessment tools that offer greater variation in activities and encourage higher levels of cognitive engagement.

Wordwall is a web-based application that enables teachers to design interactive learning and assessment activities, including quizzes, matching tasks, anagrams, and sequencing exercises. The platform allows easy access without requiring student registration and provides both interactive and printable versions, offering flexibility in classroom implementation. The use of gamification and visually engaging formats makes Wordwall effective in increasing students' interest and active participation in learning activities (Wordwall, n.d.).

Several previous studies have reported positive impacts of Wordwall on learning processes across different subjects and educational levels. Febriansyah, Fitriady, and Marzuqi (2025) found that the use of Wordwall in Physical Education learning at the primary school level enhanced students' engagement and enthusiasm. Destiana, Purwanto, and Nurma (2024) reported that Wordwall facilitated active participation and made Social Studies learning more interactive and effective. Furthermore, Nurbadriyah, Darmawan, and Wardani (2024) demonstrated that Wordwall could accommodate diverse student learning styles, thereby supporting curriculum achievement. Despite these findings, existing studies predominantly emphasize Wordwall as a learning media rather than as a structured formative assessment tool.

Moreover, research that explicitly examines Wordwall as a formative assessment instrument—particularly in terms of assessment effectiveness, feedback efficiency, time efficiency, and media flexibility—remains limited. This gap is especially evident in the context of Pancasila Education, a subject that emphasizes value internalization, reflective thinking, and active participation, which requires appropriate and effective formative assessment strategies. In addition, empirical studies focusing on the implementation of Wordwall in junior secondary education, specifically within the International Class Program (ICP) context, are still scarce.

Therefore, this study addresses these gaps by implementing Wordwall as a formative assessment tool in Pancasila Education for class 8A ICP at SMP Laboratorium Universitas Negeri Malang. The study aims to analyze the effectiveness of Wordwall in enhancing students' learning motivation, activeness, and participation, as well as improving assessment time efficiency and media flexibility in formative assessment practices.

Methods

Research Design

This study employed a qualitative descriptive design to explore the implementation and effectiveness of Wordwall as a formative assessment tool. Qualitative descriptive research aims to provide a comprehensive understanding of phenomena as they occur in natural educational settings and to present findings in a clear, systematic, and factual manner (Creswell & Poth, 2016). This design was selected to capture in-depth information related to students' learning motivation, activeness and participation, assessment time efficiency, and media flexibility.

Research Setting and Participants

The study was conducted in class 8A of the International Class Program (ICP) at SMP Laboratorium Universitas Negeri Malang, located in Malang City, East Java, Indonesia. The participants consisted of one Pancasila Education teacher and students enrolled in class 8A ICP. This setting was chosen due to its relevance to the implementation of digital formative assessment within an international-class learning environment.

The learning outcomes of Pancasila Education for Phase D (junior secondary level), which served as the instructional framework for this study, are presented in Table 1.

Research Instruments

Data were collected using several research instruments, including teaching modules, interview guidelines, observation sheets, and documentation. The teaching modules were designed to include learning objectives, instructional steps, learning materials, student worksheets, and formative assessment activities implemented through Wordwall.

Semi-structured interviews were conducted to obtain in-depth information regarding perceptions of Wordwall usage. The interview participants included the Pancasila Education teacher and selected students from class 8A ICP, with the primary interview subject being the teacher responsible for the class.

Observation sheets were used to systematically record students' learning behaviors, including motivation, activeness, and participation during the implementation of Wordwall-based formative assessment. Documentation was utilized to collect supporting data, such as the school profile and visual records of learning and assessment activities.

Data Collection Procedures

Data collection was carried out during the implementation of Pancasila Education learning activities that incorporated Wordwall as a formative assessment tool. Observations were conducted throughout the learning sessions, interviews were administered after the implementation, and relevant documents were collected to support and triangulate the findings.

Data Analysis

All collected data were analyzed using descriptive qualitative techniques. The analysis process involved data reduction, data display, and conclusion drawing to identify patterns and themes related to the effectiveness of Wordwall in formative assessment practices. Data triangulation from multiple sources was applied to enhance the credibility and trustworthiness of the findings.

Results

The formative assessment media developed using Wordwall is presented in Figure 1. The implementation of Wordwall provided a renewed approach to assessment practices for students. Compared to previously used digital assessment tools such as Google Forms and Quizizz, which tended to present relatively monotonous interfaces, Wordwall offered a more engaging and enjoyable assessment experience through interactive and game-based formats. This finding aligns with the view of Kusaeri and Suprananto, as cited in Baruta (2023), who emphasize that assessment should employ diverse methods, instruments, and criteria that reflect the characteristics and essence of learning experiences.

Figure 1. Formative assessment media developed using Wordwall.

The learning and assessment activities were conducted in class 8A ICP at SMP Laboratorium Universitas Negeri Malang. Based on interview and observation data collected from both the teacher and students, most students demonstrated active participation and high learning motivation during the assessment process. Students expressed positive responses to the interactive design of the tasks, particularly the varied question formats and the immediate feedback provided after completing the activities. In addition, the flexibility of device usage—allowing access via smartphones, computers, or tablets—made it easier for students to complete the assessments.

From the teacher's perspective, Wordwall facilitated the creation of assessment tasks through diverse question templates and visual designs. The platform also enabled the teacher to access assessment results efficiently and conduct basic analysis of student performance, thereby supporting instructional decision-making.

Discussion

An instructional medium can be considered effective if it enhances learning motivation, increases student activeness and participation, improves assessment time efficiency, and offers flexibility in use. The findings of this study indicate that the implementation of Wordwall as a formative assessment tool fulfills these criteria.

The use of Wordwall in formative assessment activities significantly enhanced students' learning motivation due to its gamification-based design. Interactive features such as quizzes, spinning wheels, and puzzles encouraged students to participate enthusiastically and reduced test-related anxiety. Students perceived the assessment activities as part of a learning game rather than a formal test, creating a more enjoyable and engaging learning atmosphere. Furthermore, Wordwall provides immediate feedback on students' responses, allowing

students to reflect on their understanding and correct mistakes instantly. This feedback mechanism supports continuous learning improvement and promotes self-regulated learning. These findings are consistent with previous studies reporting that Wordwall effectively increases students' learning motivation and interest (Anggulian et al., 2024; Rindiantika, 2022).

In terms of student activeness and participation, Wordwall demonstrated clear advantages over previously used assessment methods. Nearly all students actively engaged in completing the assessment activities. Game-based formats encouraged even typically passive students to participate more actively, as also reported in related studies (Aisyah et al., 2024; Puspitarini, 2023). The real-time assessment feature allowed students to immediately view their results, motivating them to improve performance in subsequent activities. Additionally, Wordwall accommodates diverse learning styles—visual, auditory, and kinesthetic—thereby increasing inclusivity and engagement among students.

Wordwall also proved effective in improving assessment time efficiency. First, the platform automatically scores student responses, significantly reducing the teacher's workload in manual grading. Second, assessment results are instantly recorded and stored within the system, allowing easy access and analysis without additional documentation. Third, a single assessment activity can be used simultaneously by all students, minimizing preparation and implementation time. Finally, instant feedback enables students to understand their mistakes without waiting for teacher corrections. These advantages enhance both efficiency and transparency in the assessment process, supporting previous findings on Wordwall's time-saving benefits (Ramadhan et al., 2024; Yuniar et al., 2021).

Regarding media flexibility, Wordwall was well suited to the learning context at SMP Laboratorium Universitas Negeri Malang, where students are permitted to use smartphones and classrooms are supported by Wi-Fi access. Wordwall offers high flexibility through various activity formats, accessibility across multiple devices, and ease of content modification. Teachers can adjust activity difficulty levels and formats according to instructional needs, while students can access learning activities anytime and anywhere. Moreover, Wordwall supports multiple learning modalities, making it adaptable to students with different learning preferences. Previous studies similarly highlight Wordwall's flexibility in facilitating effective teaching and learning processes (Alamin & Missouri, 2023; Fikriyah et al., 2024).

Table 1. Summary of the Effectiveness of Wordwall as a Formative Assessment Tool

Aspect of Effectiveness	Empirical Findings	Supporting Evidence
Learning motivation	Students showed increased enthusiasm and interest during assessment activities due to gamified and interactive formats.	Observation results and student interview responses indicating enjoyment and reduced test anxiety.
Student activeness and participation	Almost all students actively participated in the assessment activities, including students who were previously less engaged.	Classroom observations showing high participation rates and active task completion.
Assessment time efficiency	Assessment implementation and grading were completed more efficiently compared to paper-based or manual digital assessments.	Automatic scoring and instant result generation provided by Wordwall.
Feedback immediacy	Students received immediate feedback on their answers, enabling reflection and self-correction.	Wordwall system features displaying correct answers after task completion.

Aspect of Effectiveness	Empirical Findings	Supporting Evidence
Media flexibility	Wordwall could be accessed using smartphones, tablets, and computers, allowing flexible use in classroom settings.	Documentation and observation data on device usage and school infrastructure support.

To provide a clearer overview of the effectiveness of Wordwall as a formative assessment tool, Table 1 summarizes the key findings of this study across several effectiveness indicators.

Research Limitations

Despite its positive outcomes, this study has several limitations. First, the research was conducted in a single class within a specific educational context, namely an International Class Program (ICP), which may limit the generalizability of the findings to other classes or school settings. Second, the study employed a qualitative descriptive approach, which provides in-depth insights but does not allow for statistical measurement of effectiveness. Third, although Wordwall offers engaging features, some students were observed to complete tasks without carefully reading instructions or fully engaging with the content. This indicates that the effectiveness of digital assessment tools still depends on effective classroom management and teacher supervision. Therefore, digital media such as Wordwall should be viewed as complementary tools that support, rather than replace, the pedagogical role of teachers.

Conclusion

The use of quiz-based media such as Wordwall represents a contemporary innovation that aligns with the characteristics of current student generations. The implementation of Wordwall in formative assessment activities increased students' enthusiasm and engagement, as assessment tasks were presented in interactive, game-like formats that resemble popular online games. As a result, student participation in formative assessment improved, and both teachers and students were able to obtain feedback more easily and promptly.

Wordwall also facilitated teachers in designing and modifying assessment content, including questions, answer options, and visual displays, according to instructional needs. Furthermore, the availability of adequate school facilities and infrastructure supported the effective implementation of Wordwall-based formative assessment. However, despite its advantages, the use of Wordwall requires appropriate teacher supervision to ensure that students use their devices responsibly and that assessment activities are conducted as intended.

For future practice, Wordwall has the potential to be integrated into collaborative learning activities, such as group-based competitions, to further promote cooperation, idea sharing, and collective participation among students. Future research is also recommended to examine how technology-based learning media should be balanced with teachers' pedagogical and classroom management skills. Such studies would contribute to a deeper understanding of how digital assessment tools can be used not only to enhance engagement but also to effectively support students in achieving the intended learning outcomes.

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