

Analysis of the Plugged-in Method Through Wordwall in Teaching Procedure Text Writing at the Elementary Level

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ABSTRACT

This study aims to analyze the application of the plugged-in method through Wordwall in teaching procedure text writing to Grade V students at SDN Kemuning. This study employs a descriptive qualitative approach involving 20 Grade V students, using observation, interviews, and documentation analysis. The findings demonstrate that interactive activities, such as match-up exercises, help students understand the sequence of steps more coherently through immediate system feedback. The use of Wordwall also increases student enthusiasm because the learning process becomes more varied and aligned with digital technology. Teachers play an important role in guiding the use of digital media, maintaining structured learning activities, and providing assistance when technical problems arise, such as login difficulties or unstable internet connections. Overall, the findings indicate that Wordwall's plugged-in method can create a more engaging learning environment while improving students' ability to compose procedure texts systematically. Wordwall can therefore be utilized as an effective digital learning medium to enhance the accuracy of procedural text structure at the elementary level and to contribute to the development of digital-based writing instruction strategies.

Keywords: *plugged-in method, wordwall, procedure text*

Submitted	Accepted	Published
19 February 2026	15 March 2026	30 March 2026

Citation	:	Aviva, A.A., & Mukhlishina, I. (2026). Analysis of the Plugged-in Method Through Wordwall in Teaching Procedure Text Writing at the Elementary Level. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 10(2), 229-239. DOI: http://dx.doi.org/10.33578/pjr.v10i2.1313 .
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INTRODUCTION

The Indonesian language plays a crucial role in education, especially at the elementary school level. One of the language skills that students must master is writing. Writing is one of the four main language skills that must be mastered, along with listening, speaking, and reading (Tarigan et al., 2023). Through writing activities, students are trained to express their ideas and thoughts in a structured, systematic, and logical manner. Therefore, writing skills are an important aspect of learning that must be taught to students. The writing learning process requires special attention from teachers, as writing is one of the more complex aspects of language learning and requires the ability to organize language structure and choose appropriate vocabulary (Wiratama et al., 2022).

One form of writing skill taught at the elementary school level is writing procedure texts, which explain the steps or stages involved in performing an activity and provide instructions so readers can do it correctly (Rusino, 2021). The structure of procedure texts consists of four parts, namely (1) title, (2) purpose, (3) tools and materials, and (4) steps that are arranged coherently and logically (Aulia, 2020). Mastering the skill of writing texts is very important for students because it can help them develop their language skills comprehensively. However, in the practice of teaching Indonesian in elementary schools, there are still various obstacles in teaching the writing of such texts. Most students have difficulty expressing their ideas or thoughts in a series of coherent, clear sentences, are unable to arrange steps in an orderly manner, have limitations in their language use, and do not have an optimal understanding of the structure of procedure texts (Agustin & Indihadi, 2020).

These challenges indicate the need for instructional innovation that goes beyond theoretical explanation and actively engages students in organizing and constructing texts. To overcome these problems,

innovation in the learning process that actively engages students is needed. Innovation in the learning process plays an important role in overcoming the challenges students face when learning to write texts. Teachers are required to develop learning strategies that not only focus on understanding text structure but also actively encourage students to organize their ideas in a structured, logical manner. One innovation relevant to the learning needs of the 21st century is the use of technology, which can create a more engaging and interactive learning experience for students (Direktorat Jenderal Guru, Tenaga Kependidikan, 2025). This highlights the importance of integrating technology into classroom instruction, which aligns with the plugged-in method in language learning.

The application of technology to support learning innovation is the plug-in method. The plugged-in method is a learning activity that uses digital devices such as computers, tablets, or smartphones (Ye et al., 2023). The term "plugged-in" was originally introduced in the context of Coding and Artificial Intelligence education, where students are required to directly engage with digital devices to develop computational and technological competencies. This method not only attracts students' interest but also challenges teachers to deliver instruction creatively and innovatively. The digital space has emerged as an alternative learning option that supports a more engaging learning process and aligns with the needs of the 21st-century generation (Nisa et al., 2025). In this sense, the concept of plugged-in learning can be extended beyond coding instruction to other subject areas, including language learning, by integrating digital tools into classroom activities. This indicates that digital media can enhance student participation and create interactive learning environments, thereby strengthening the rationale for integrating digital tools in writing instruction. Using digital devices directly during the learning process allows students to gain a more interactive and enjoyable learning experience. This makes learning to write procedure texts not only theory-oriented but also trains students to think critically and creatively and to organize ideas systematically through technology-based activities (Fajriyah et al., 2022).

One way to apply the plugged-in method in learning is through digital learning media. Learning media is an important tool in the educational process that helps students understand material effectively. Its use can increase student engagement in the learning process by making the delivery of material more interesting, interactive, and easy to understand (Salahuddin et al., 2024). This media is categorized as the plugged-in method because it uses digital devices to support students' understanding and development of procedural texts, such as Wordwall. Wordwall is an online platform that enables teachers to create a variety of. On this platform, teachers can create a variety of content, including quizzes, puzzles, flashcards, and other interactive exercises. The materials created can be delivered to students either in class or through online learning, thereby increasing student participation and learning outcomes.

Based on initial interviews with grade V teachers at SDN Kemuning, the plugged-in method was implemented to make learning how to write procedure texts more interactive and interesting through the use of digital devices. One of the interactive media used was Wordwall, which helped teachers compile step-by-step exercises in accordance with the material. The teacher explained that the plugged-in method was introduced using the interactive medium Wordwall to make it easier for students to understand the sequence of procedure texts. Learning was conducted in groups to increase student interaction and cooperation. Some obstacles that may be encountered are usually related to limitations in digital devices, such as not having a smartphone or an adequate internet connection, but teachers overcome these by using school laptops or their own smartphones.

Based on initial observations with grade V teachers at SDN Kemuning, the teaching of procedure texts still faces several obstacles. When teachers assign writing assignments, most students struggle to express their ideas coherently (Fitriani et al., 2023). They tend to write the steps of the procedure texts out of order, omit important parts, and demonstrate limited use of linguistic rules in simple sentences. In addition, some students are less likely to ask questions or discuss when they encounter difficulties, so the learning process tends to be one-sided.

Several previous studies have discussed the use of Wordwall and other digital media in elementary classrooms. However, most of these studies emphasize Wordwall as an evaluation tool or a general interactive medium rather than as part of a structured, plugged-in instructional framework for teaching procedure texts. Previous research, entitled "The Use of the Wordwall Application in Evaluating Indonesian Language Learning in Elementary School Students," conducted by Hendrawan et al., showed that Wordwall media proved effective as an evaluation tool for Indonesian language learning at the elementary school level (Hendrawan et al., 2025). This study is similar to previous research in that both use Wordwall as an interactive digital learning medium in Indonesian language subjects at the elementary level. The difference between the two studies lies in their focus. Hendrawan et al. focused more on the use of Wordwall media as a tool for evaluating student learning outcomes, whereas the present study examines the integration of the plugged-in method with Wordwall within classroom instruction.

However, previous studies primarily focus on Wordwall as an evaluation tool rather than as part of a structured, plug-and-play instructional method for procedural writing. Therefore, there is still limited research that explicitly examines how Wordwall can be systematically integrated into the stages of a plugged-in method to support structured writing instruction at the elementary level. This gap highlights the novelty of the present study.

This study aims to analyze the application of the plugged-in method stages in writing procedure texts in grade V of SDN Kemuning. In addition, this study focuses on the use of Wordwall media as a digital learning tool that supports the implementation of the plugged-in method in improving students' writing skills. This study also highlights the obstacles and strategies in implementing the plugged-in method.

LITERATURE REVIEW

The integration of digital-based interactive media has become increasingly prominent in elementary education, particularly in enhancing student engagement and motivation. Digital media does not merely function as a supplementary tool, but transforms the learning process into a more participatory and student-centred experience. Among various digital platforms, Wordwall has gained attention for its ability to present instructional materials in interactive, accessible, and engaging formats for elementary students.

Several studies emphasize the motivational impact of interactive media. (Ali et al., 2025) argue that digital interactive tools significantly increase students' attention and participation during classroom activities. However, while their study highlights improvements in motivation, it does not specifically examine how such media influence structured writing instruction. Similarly, Pratiwi et al. (2024) demonstrate that Wordwall-assisted learning positively contributes to students' understanding of procedure texts, particularly in organizing writing steps coherently. Nevertheless, their focus remains primarily on learning outcomes rather than on the instructional framework through which digital tools are implemented.

From a theoretical perspective, the use of digital media in writing instruction aligns with the concept of plugged-in learning. According to Thoma et al., plugged-in activities involve direct interaction with digital devices, enabling students to actively construct knowledge through technology-mediated experiences. This approach supports writing pedagogy that emphasizes process, structure, and active engagement. However, previous studies tend to examine digital media effectiveness and plugged-in learning separately, without integrating both concepts into a structured pedagogical model for teaching writing.

Therefore, although existing research confirms that interactive digital media enhance motivation and support writing skills, limited attention has been given to analyzing how Wordwall can be systematically embedded within a plugged-in instructional framework for teaching procedure text writing at the elementary level. This gap highlights the need for further investigation into the pedagogical integration of digital media and plugged-in learning methods in structured writing instruction.

METHOD

This study used a descriptive qualitative approach to describe in depth the application of the plugged-in method in teaching procedure text writing using Wordwall media in grade V at SDN Kemuning. The researcher served as the primary instrument, directly observing the learning process, interacting with teachers and students, and recording findings relevant to the study's focus. The research subjects were teachers and 20 grade V students at SDN Kemuning, and the research was conducted in accordance with the school's teaching and learning schedule.

This study included both primary and secondary data sources. Primary data were obtained through observation and interviews with teachers and students, while secondary data were obtained from student exercises on Wordwall, teaching modules, and documentation of learning activities. This qualitative research employed a data-collection approach that included observation, interviews, and document analysis (Sari et al., 2022). Observations were conducted to examine the learning process, interactions between teachers and students, and the use of Wordwall as an interactive medium. Interviews were conducted to gather information on the reasons for using the plugged-in method, obstacles encountered, strategies applied, and teachers' views on the development of students' writing skills. Documentation was used to reinforce the data through students' work, teaching materials, and photos of learning activities. The instruments used included observation sheets and interview guidelines compiled based on aspects of the plugged-in method in the teaching procedure text writing.

The research procedure consisted of three stages, namely preparation, implementation, and data analysis. The preparation stage included developing research instruments and coordinating with the school. The implementation stage included observation, interviews, and the collection of supporting documents. Data were analyzed using Miles and Huberman's interactive model, including data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected, focused on, and simplified raw data from observations, interviews, and documentation. The data display stage involved organizing the data into descriptive narratives and tables to facilitate interpretation. Finally, a conclusion was drawn by identifying patterns, relationships, and meanings related to the implementation of the plugged-in method.

To ensure data validity, technical and source triangulation techniques were applied. Source triangulation involved comparing data obtained from teachers and students, while technical triangulation involved comparing findings from observations, interviews, and documentation. Through these steps, the data produced were expected to be valid and able to realistically describe the implementation of the plugged-in method through Wordwall in teaching procedure text writing in grade V at SDN Kemuning, as summarized in Table 1.

Table 1. Data Validity

Data Validity Techniques	Implementation Procedure
Technical Triangulation	Comparing data from observations, interviews, and documentation related to learning how to write procedure texts.
Source Triangulation	Comparing information obtained from teachers and students.
Observations	Observing the learning process and use of Wordwall during classroom activities.
Interviews	Exploring the reasons for implementing the plugged-in method, challenges and strategies used.
Documentation	Collecting Wordwall exercises, textbooks, and photos of learning activities.

The credibility and trustworthiness of the findings were ensured through triangulation and data confirmation. Triangulation was conducted by comparing data from observations, interviews, and documentation, as well as from both the teacher and the students. The interview results were reconfirmed with the teacher to ensure that the researcher's interpretations accurately reflected the actual classroom situation. These procedures were applied to enhance the consistency and objectivity of the research findings.

RESULTS AND DISCUSSION

The research was conducted in Grade V at SDN Kemuning, involving 20 students (10 male and 10 female). Procedure text writing was taught using the plugged-in method with Wordwall as the medium. The learning activities were conducted once a week in a relatively conducive and enthusiastic atmosphere. The students showed interest in digital-based learning because the learning activities were packaged like educational games. The teacher acted as a facilitator, guiding students in understanding the material while helping them overcome technical obstacles that arose during the learning process. The findings are presented based on three main aspects: (1) the application of the plugged-in method steps in writing procedure texts, (2) the utilization of Wordwall as a digital learning tool, and (3) the challenges and strategies in implementing the plugged-in method.

Application of the Plugged-in Method Steps in Writing Procedure Texts

The application of the plugged-in method in teaching grade V students was carried out through systematic stages, starting from concept introduction, media exploration, activity implementation, to reflection. Based on the observation results, the teacher provided examples of procedure texts relevant to the students' life contexts to help them understand the structure and purpose of writing (Suryadi et al., 2022). During the media exploration stage, the teacher asked one student to come to the front of the class and use the teacher's laptop to access the Wordwall platform and arrange the activities in sequence interactively.

The results of interviews with classroom teachers show that the plugged-in method begins with introducing the activity steps through a Wordwall display on a projector. Next, students are allowed to try using the available devices directly. The learning stages include introduction, example giving, practice, and reflection. Teachers assess these stages based on the characteristics of elementary school students because they provide a concrete, easy-to-understand learning experience. Based on the results of observations and interviews, the application of the plugged-in method through Wordwall media helps students understand the structure of procedure texts more systematically. With teacher guidance, students begin to write procedure texts sequentially and demonstrate critical thinking skills by constructing sentences according to linguistic rules.

The learning process then continued using Wordwall features such as match-up, quiz, open the box, and other activities tailored to learning needs. Based on the observation results, the teacher chose the match-up feature as the main medium because it was considered most suitable for supporting the material on writing procedure texts. The day before the learning activity began, the teacher asked each group to bring one smartphone from a member of the group. This step was taken to overcome device limitations and encourage cooperation among students in the group. In practice, the teacher displayed scrambled procedure texts on the Wordwall screen and asked group representatives to rearrange them according to the correct structure. This activity trained students to recognize the main parts of texts, including the purpose, materials, and preparation steps. After the arrangement was complete, the Wordwall system displayed the score, the time limit for completion, and feedback in the form of marks on correct and incorrect answers. This immediate feedback made the classroom atmosphere more lively and interactive.

The activity continued with groups writing procedure texts using the match-up feature in Wordwall. The steps for using the Wordwall application include: (1) creating or registering an account on the <https://wordwall.net>, (2) selecting the create activity menu and determining the appropriate template, (3) providing a title and description of the activity, (4) writing content according to the type of activity, and (5) completing the activity by selecting the done option (Putri & Agustini, 2024). Based on the interview results, teachers directed students to pay attention to the text structure, linguistic rules, and the logical sequence of steps for the selected topic, such as "how to write a personal letter" or "how to make sweet iced tea". After all groups completed the task, the activity results were randomized and distributed to other groups to create active collaborative learning (Alamin & Missouri, 2023). Figure 1 shows the match up activities on Wordwall.

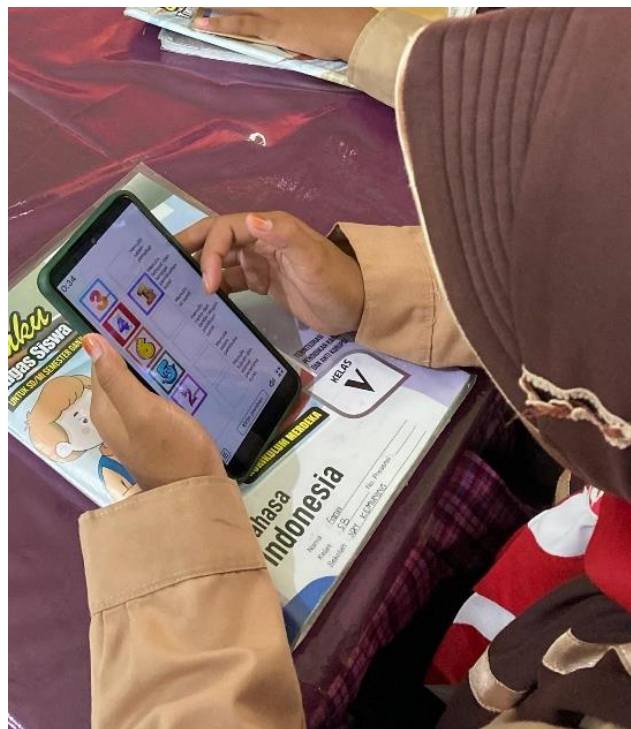


Figure 1. Match up activities on Wordwall

Based on observations and interviews, the application of the plugged-in method through the match-up feature in Wordwall helped students understand the relationship between parts of procedure texts, as they could see directly how changes in sequence affected the meaning of the text. In addition, students showed an increase in their ability to write and compose procedure texts with the correct structure. Students' enthusiasm and focus also increased because the learning took place digitally and included scores, completion times, and immediate feedback.

Utilization of Wordwall Media as a Digital Learning Tool

Using Wordwall in the process of teaching text writing creates a fun learning environment because it is presented as an educational game. Wordwall is designed to make it easier for teachers and students to create a more imaginative and effective learning process, thereby enabling the achievement of learning objectives (Jannah & Masnawati, 2024). Based on the observation results, students showed high enthusiasm when participating in learning activities using the match-up feature, in which they were asked to quickly and accurately arrange the steps of a procedure text. Teachers utilize this medium to reinforce students'

understanding of the structure of procedure texts while directly assessing their abilities. The automatic scoring system on Wordwall also helps teachers evaluate learning outcomes more efficiently (Larasati et al., 2023). This feature is shown in Figure 2, which presents Wordwall's automatic scoring results.

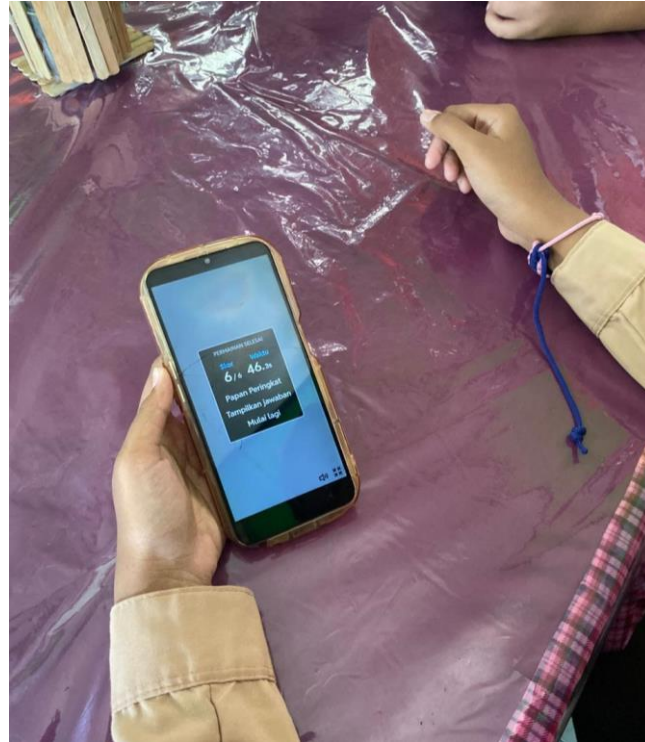


Figure 2. Automatic scoring results generated by Wordwall

Based on the interview results, the application of the plugged-in method via digital media provides a more engaging learning experience than conventional methods, which tend to be monotonous (Rakhman et al., 2024). Students participate directly in activities that demand active engagement in addition to listening to the teacher's explanations. This direct involvement makes students more focused and motivated to complete assigned tasks. Learning becomes more lively because students can learn while playing and see the results of their work directly through digital devices.

The results of observations and interviews indicate that students' ability to understand the structure of procedure texts has improved after using Wordwall several times. Students began writing texts with the correct sequence of steps and appropriate linguistic rules. In addition to improving their understanding of the material, using Wordwall also helped students organize their ideas more systematically and focus on key points. This shows that digital media can be an effective tool for teaching procedural text writing.

Challenges and Strategies in Implementing the Plugged-in Method

Implementing the plugged-in method in digital learning often involves technical challenges that arise during implementation. These challenges are usually related to the school's internet connection and the process of accessing the digital platform. In this context, signal interference or unstable connections can affect the smooth running of technology-based learning activities.

Based on observations, the obstacles that often arise during the implementation of the plugged-in method are related to the login process on the Wordwall platform. Students need to use a Google account to access learning activities. When the school's Wi-Fi network is weak or the data package is unstable, the Wordwall page loads slowly or returns to the home page. This condition forces students to repeat the login process, which takes additional time.

Based on the interview results, teachers noted that not all Wordwall features are free, as some activities are paid (Latifah & Damayanti, 2022). To overcome this, teachers choose activities that remain accessible for free and utilize the belajar.id account. In addition, teachers assist students who have difficulty operating digital media.

The results of observations and interviews indicate that the obstacles encountered during learning are generally related to the login process and network connectivity. However, the learning process remains conducive because teachers can manage the situation, provide technical assistance, and ensure that all students remain actively involved in learning activities. These findings indicate that the successful implementation of the plugged-in method depends not only on the readiness of teachers and students, but also on adequate technological infrastructure support.

Discussion

The findings of this study support those of Thoma et al. (2023), who state that plugged-in learning enables students to interact with digital tools to construct conceptual understanding actively. In this study, students did not merely receive information but were directly involved in arranging, identifying, and reconstructing procedural steps through Wordwall activities. Furthermore, the improvement in students' ability to organise text structure aligns with Pratiwi et al. (2024), who found that digital media such as Wordwall can enhance students' procedural writing skills by providing structured, interactive exercises.

However, previous studies primarily focus on Wordwall as an evaluation tool rather than as part of a structured, plug-and-play instructional method for procedural writing. In contrast, this study demonstrates that Wordwall can be systematically integrated into the stages of a plugged-in method, including introduction, guided practice, collaborative work, and reflection. This indicates that the contribution of this study lies in demonstrating how digital media can serve not only as an assessment tool but also as an integral part of structured writing pedagogy at the elementary level. This integration highlights that digital media can function not only as an assessment tool but also as an instructional strategy that supports structured writing pedagogy at the elementary level.

CONCLUSIONS AND RECOMMENDATION

The application of the plugged-in method through the Wordwall medium in teaching procedure text writing in grade V at SDN Kemuning created a more interactive learning process that was easy for students to follow. Wordwall activity features, such as match-up, helped students understand the sequence of steps more coherently while providing an engaging learning experience. Teachers remained crucial in directing students' media use, providing additional explanations, and ensuring that activities were structured so that all students could be actively involved in the learning process.

However, some technical obstacles still arise, especially during the login process or when the internet connection is unstable, requiring activities to be repeated. Teachers overcome these conditions by providing assistance and organizing the flow of activities so that learning continues to run smoothly. Overall, integrating digital media such as Wordwall is a relevant alternative for developing students' writing skills.

Theoretically, this study contributes to the development of writing pedagogy by demonstrating that the plugged-in method can be systematically integrated with digital media to support structured procedural writing instruction at the elementary level. This finding addresses the research gap identified in previous studies, which mainly positioned Wordwall as an evaluation tool rather than as part of a structured instructional framework.

In practice, the findings suggest that teachers can use Wordwall not only for assessment but also as an instructional strategy to guide students through the writing process. Schools are encouraged to provide stable internet access and institutional digital accounts to support the implementation of technology-based learning. Further research can be conducted through observation in several learning sessions or on different materials to provide a more complete picture of the use of the plugged-in method.

Limitation

This study has limitations, including the use of the plugged-in method via Wordwall, which does not always run smoothly during the login process; students who do not yet have a Google account; and internet connections that sometimes experience disruptions. These obstacles meant that some activities had to be repeated, making the learning process less stable. Given these conditions, further research over a longer period is needed to observe the ongoing development of students' writing skills. Comparing the plugged-in method with other methods is also important for determining each method's effectiveness. In addition, studies at different grade levels or on more complex material can provide a broader picture of the potential of digital media in Indonesian language learning.

Credit authorship contribution statement

The first author conducted the research, collected and analyzed the data, and prepared the manuscript. The second author served as the supervisor by providing guidance, motivation, and academic support throughout the research and writing process.

Declaration of competing interest

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

Ethical declaration

This study was conducted in accordance with ethical research principles. All participants provided informed consent prior to participation and were informed about the study's purpose, procedures, and their right to withdraw at any time without consequence.

Acknowledgment

The author expresses sincere gratitude to both parents, Mom and Dad, as well as the entire family for their prayers, support, and continuous motivation throughout the research process. Appreciation is also extended to the teacher and V grade students of SDN Kemuning for the opportunity and cooperation provided during the implementation of this research. The author conveys deep gratitude to the supervisor for the guidance, support, and valuable input that significantly contributed to the completion of this study. In addition, the author would like to thank friends for the moral support given during the manuscript preparation process. Finally, sincere thanks are extended to all parties who cannot be mentioned individually but have provided valuable assistance and support.

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