



The Use of Wordwall Media in Learning Assessment to Capture the Meaning of Poetry Texts

Adlin^{1*}, Supriyadi², Muslimin³

^{1,2,3}Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Pendidikan Indonesia, Jawa Barat, Indonesia

*E-mail: adlinalim466@gmail.com

ABSTRACT

This study aims to describe the design, use, and evaluate the use of the Wordwall application in assessing poetry text learning among 11th grade students at Madrasah Aliyah Sabrun Jamil Botupingge in the 2024/2025 academic year. This research was conducted at Madrasah Aliyah Sabrun Jamil Botupingge in 2025. The number of informants in this study involved 10 students. This study used a qualitative descriptive method and qualitative research type to provide an in-depth description of the phenomenon being studied. Data sources were obtained from teaching modules or the Wordwall digital application design, the learning process, and students. Data collection techniques were carried out through documentation, observation, and Wordwall application tests. Data analysis techniques were carried out through four main stages, namely data reduction to focus information, narrative data presentation, in-depth data analysis, and conclusion drawing and verification to produce accurate findings. The results showed that the Wordwall application design was systematically constructed through the integration of pedagogical, technical, and visual aspects in line with the curriculum and poetry-building indicators. Implementation in the field through the Wooden Desk-themed digital quiz feature proved to be interactive and adaptive, capable of transforming conventional assessments into a dynamic digital experience. The use of gamification features such as leaderboards and timers significantly increased students' motivation, confidence, and active participation during the assessment process. The evaluation results confirm that Wordwall is a practical and accurate assessment tool for measuring literary competence. Overall, this application is effective as a continuous assessment model that is responsive to the technological needs and characteristics of students in the digital age.

Keywords: wordwall media, assessment, capture the meaning, poetry texts

Penggunaan Media *Wordwall* dalam Asesmen Pembelajaran Menangkap Makna Teks Puisi

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan rancangan, penggunaan, serta mengevaluasi penggunaan aplikasi Wordwall dalam asesmen pembelajaran menangkap makna teks puisi pada peserta didik kelas XI Madrasah Aliyah Sabrun Jamil Botupingge tahun pelajaran 2024/2025. Penelitian ini dilaksanakan di Madrasah Aliyah Sabrun Jamil Botupingge pada tahun 2025. Jumlah informan dalam penelitian ini melibatkan 10 peserta didik. Penelitian ini menggunakan metode deskriptif kualitatif dan jenis penelitian kualitatif untuk memberikan gambaran mendalam mengenai fenomena yang diteliti. Sumber data diperoleh dari modul ajar ataupun rancangan digital aplikasi Wordwall, proses pembelajaran, dan peserta didik. Teknik pengumpulan data dilakukan melalui dokumentasi, observasi, dan tes aplikasi Wordwall. Teknik analisis data dilakukan melalui empat tahapan utama, yaitu reduksi data untuk memfokuskan informasi, penyajian data secara naratif, analisis data secara mendalam, serta penarikan kesimpulan dan verifikasi untuk menghasilkan temuan yang akurat. Hasil penelitian menunjukkan bahwa rancangan aplikasi Wordwall dikonstruksi secara sistematis melalui integrasi aspek pedagogis, teknis, dan visual yang selaras dengan kurikulum serta indikator pembangun puisi. Implementasi di lapangan melalui fitur kuis digital bertema Wooden Desk terbukti interaktif dan adaptif, serta mampu mentransformasi asesmen konvensional menjadi pengalaman digital yang dinamis. Penggunaan fitur gamifikasi seperti leaderboard dan timer secara signifikan meningkatkan motivasi, rasa percaya diri, dan partisipasi aktif peserta didik selama proses penilaian berlangsung. Hasil evaluasi menegaskan bahwa Wordwall merupakan instrumen asesmen yang praktis dan akurat dalam mengukur kompetensi sastra. Secara keseluruhan, aplikasi ini efektif digunakan sebagai model asesmen berkelanjutan yang responsif terhadap kebutuhan teknologi dan karakteristik peserta didik di era digital.

Kata kunci: media wordwall, asesmen, menangkap makna, teks puisi

Submitted
16/12/2025

Accepted
27/01/2026

Published
29/01/2026

Citation	Adlin, A., Supriyadi, S., & Muslimin, M. (2026). The Use of Wordwall Media in Learning Assessment to Capture the Meaning of Poetry Texts. <i>Jurnal Pembelajaran Bahasa dan Sastra</i> , Volume 5, Nomor 1, Januari 2026, 705-720. DOI: https://doi.org/10.55909/jpbs.v5i1.1099
----------	---

Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

This research was conducted to address the challenges of the times in the development of digital technology, particularly in the field of learning, by implementing assessments focused on the use of Wordwall media. The use of this media is expected to support an interactive, engaging learning evaluation process that is appropriate to the characteristics of students in the digital era. Furthermore, Wordwall media can be an innovative alternative to adapt the educational process to continuously evolving technological advances.

Based on observations at Madrasah Aliyah Sabrun Jamil Botupingge, it was discovered that teachers still use paper media to assess student learning, and occasionally use online media such as WhatsApp messages. The use of paper media as a tool for this assessment has many drawbacks, as explained by Mamonto (2021: 3-4): It can only be used once, the cost of printing question and answer sheets is very high, proofreading is time-consuming, and cheating is easy. This method is boring for students, and most students have the opportunity to cheat. The limited use of media for learning assessment is due to several problems. One of the problems is the lack of teacher innovation. This can also make the assessment process boring and decrease student learning outcomes.

Based on research results, the use of Wordwall media in student learning assessments is still rare, especially in Indonesian language learning. To address these challenges in the current digital era, teachers can leverage advances in technology and information by using digital learning media. The Wordwall application can be used as an assessment tool in the student learning process. This application provides various features that enable teachers to create interactive and engaging learning experiences. Furthermore, Wordwall has the advantage of being easy to use and free.

According to Maghfiroh (in Pradani, 2022:453), Wordwall can help students communicate more actively while learning. Furthermore, this application can assess their learning achievement. In line with this opinion, Sherianto (in Pradani,

2022:453) explains that Wordwall is an application that can be used in teaching, learning, and assessment for teachers and students. Using this application as an assessment tool can facilitate teachers in assessing learning outcomes more quickly and practically. Unlike paper-based learning, this application can automatically correct answers and display student grades without requiring manual assessment by teachers.

In recent years, technology in education has advanced rapidly. Therefore, the use of technology in learning has become crucial in efforts to improve educational standards. According to research conducted by Arus Survei Indonesia among 1,000 respondents from April 21-25, 2021, the survey results showed that 66.00 percent of the public agreed and believed that the use of technology in education can improve the quality of national education. In the survey, 17.2 percent believed that the use of technology was not essential, while 16.8 percent answered that they did not know.

According to Wijaya & Rusyan (in Ismiyati 2021:78), the presence of learning media can stimulate students' learning motivation, foster their interest in continuing learning, and minimize boredom during the process of achieving learning objectives. A decline in students' interest and motivation can significantly impact their level of understanding of the subject matter. Therefore, teachers need to utilize learning media optimally in daily teaching and learning activities.

In line with the problems previously outlined, this study focuses on answering the questions: how does the design of the Wordwall application in assessing learning to capture the meaning of poetry texts for grade XI students at Madrasah Aliyah Sabrun Jamil Botupingge in the 2024/2025 academic year? How does the use of the Wordwall application in assessing learning to capture the meaning of poetry texts for grade XI students at Madrasah Aliyah Sabrun Jamil Botupingge in the 2024/2025 academic year? and how is the evaluation of the use of the Wordwall application in the assessment of learning to capture the meaning of



poetry texts for grade XI students of Madrasah Aliyah Sabrun Jamil Botupingge in the 2024/2025 academic year?

The objectives to be achieved in this study are to describe the design of the Wordwall application in the assessment of learning to capture the meaning of poetry texts for grade XI students of Madrasah Aliyah Sabrun Jamil Botupingge in the 2024/2025 academic year, the use of the Wordwall application in the assessment of learning to capture the meaning of poetry texts for grade XI students of Madrasah Aliyah Sabrun Jamil Botupingge in the 2024/2025 academic year, and the evaluation of the use of the Wordwall application in the assessment of learning to capture the meaning of poetry texts for grade XI students of Madrasah Aliyah Sabrun Jamil Botupingge in the 2024/2025 academic year.

The use of wordwalls in assessing the ability to capture poetic texts among eleventh-grade students at Sabrun Jamil Botupingge Islamic Senior High School has several benefits, including: 1) For students, the results of this study can help improve their understanding, language skills, and motivation in Indonesian language learning. 2) For Indonesian language teachers, this study can serve as a reflection and reference material in designing and implementing more effective, innovative, and student-centered learning strategies. 3) For the principal of Sabrun Jamil Botupingge Islamic Senior High School, the results of this study can serve as a basis for consideration in school policymaking, particularly those related to improving the quality of Indonesian language learning and teacher professional development.

The benefits of using wordwalls in assessing the ability to capture the meaning of poetic texts are inseparable from the assessment's role in the learning process. Assessment plays a crucial role as a means of determining students' level of understanding and the achievement of established learning objectives. Therefore, the selection and implementation of appropriate forms of assessment, including the use of digital media such as Wordwall, are determining factors in realizing ef-

fective, meaningful learning that is oriented towards improving the quality of learning outcomes.

Assessment is a crucial component of the learning process because it serves to assess students' level of understanding and the achievement of learning objectives. The Center for Educational Assessment and Assessment (Pusmenjar) states that learning assessment must be conducted comprehensively and encompass all aspects of student competency to ensure comprehensive results. Similarly, Uno and Koni view assessment as a data collection process used as a basis for educational decision-making, whether related to students, the curriculum, or learning practices. Based on its timeframe and function, assessments are divided into formative and summative assessments. Formative assessments provide feedback during the learning process, while summative assessments are used to assess the achievement of overall learning objectives at the end of the learning process. The Ministry of Education and Culture (Kemendikbud) divides assessment into three types: assessment as part of the learning process, assessment for the learning process, and assessment at the end of the learning process, all of which complement each other in supporting effective learning.

William and Leahy emphasize that assessment's primary function is to support learning effectiveness, determine student learning outcomes, and measure learning quality. Meanwhile, Heaton added that assessment also serves to monitor learning progress, increase student motivation, diagnose learning difficulties, group students, and objectively select and measure student abilities. In addition to assessment, evaluating the use of learning media is also a crucial aspect in ensuring learning effectiveness. Suarga defines evaluation as a systematic process for determining the value of an object based on certain criteria, while Supriyadi emphasized that evaluation is an integral part of the entire learning process. Learning media evaluation aims to assess the effectiveness, efficiency, and contribution of the media to student learning outcomes, as stated by Nabila and Warsita.

In the context of digital learning media, Wordwall is understood as an educational game-based application that can be used as both a learning medium and an assessment tool. Sherianto stated that Wordwall allows teachers to create interactive activities that can increase student participation and motivation. The visual, interactive, flexible, and game-based characteristics of Wordwalls make them relevant for use in learning assessments, particularly for poetry texts that demand aesthetic and imaginative understanding. Therefore, this theoretical review confirms that assessment and evaluation of learning media, particularly through the use of Wordwall applications, have a strong theoretical foundation in supporting the process and outcomes of Indonesian language learning. These theories serve as the conceptual basis for analyzing the use of Wordwalls as a digital assessment medium in learning to capture the meaning of poetry texts.

Relevant research by Nenta Mamonto entitled "The Use of Kahoot Media in Learning Assessment: Evaluating the Structure and Language of Anecdotal Texts for Grade X Students of SMK Negeri 1 Suwawa." This research focuses on the use of Kahoot media in learning assessments to evaluate the structure and language of anecdotal texts for Grade X students of SMK Negeri 1 Suwawa. The use of Kahoot media has been shown to increase student motivation, enthusiasm, and participation in the assessment process, and student learning outcomes have significantly improved after using Kahoot. In line with research by Eko Purwanto Mooduto entitled *The Use of Power Point Media in Learning to Compile Reviews in Class XI of SMK Negeri 1 Suwawa in the 2020/2021 Academic Year*. This research focuses on the use of PowerPoint as a learning tool for writing reviews for 11th-grade students at SMK Negeri 1 Suwawa. The results showed that PowerPoint was effective in writing reviews. Students were able to produce a review of the film "Kopikiran" meeting the minimum completion criteria. Supporting factors for successful learning included student interest in learning, teacher

creativity in preparing media, and a conducive classroom atmosphere. Meanwhile, a relevant study conducted by Lia Epriliyanti, entitled "The Use of Wordwalls as a Learning Outcome Assessment Tool on Students' Mathematics Achievement," focused on the effect of using Wordwalls as a learning outcome assessment tool on the mathematics achievement of 6th-grade students at SDN Jasinga 04. Wordwalls significantly impacted students' mathematics achievement. Their use proved effective as a digital assessment tool that supports learning outcomes, and students demonstrated active involvement during the assessment process.

METHOD

This research employed a qualitative descriptive approach. This approach focused on describing the results obtained from the research subjects in detail. The rationale for using this approach is to describe data or information regarding the design, use, and evaluation of the Wordwall application in assessing learning to capture the meaning of poetic texts. Hardani et al. (2020:54) and Razak (2017) descriptive research is a type of research designed to provide a systematic and accurate explanation of facts, symptoms, phenomena, or events related to a specific population or region. This approach aims to describe existing conditions in detail without intervention, thus yielding a better understanding of the characteristics and dynamics within the research object.

In this study, qualitative research was used to quantify the data related to the design, use, and evaluation of the Wordwall application in assessing learning to capture the meaning of poetic texts. Craswell (in Murdiyanto 2020:19) defines a qualitative approach as a process of research and understanding based on a methodology that investigates social phenomena and human problems. In this approach, researchers create a complex picture, examine words, detailed reports from respondents' perspectives, and conduct studies in natural settings.

The data in this study are qualitative data obtained from digital design documentation data, ob-



servations of the use of the Wordwall application, and test results based on the use of the Wordwall application. These data will be analyzed to answer all research problem formulations, so as to provide a complete picture of the effectiveness of Wordwall use. Data sources in this study are divided into two main categories, namely primary data and secondary data, which are collected to answer the research focus comprehensively. The data will be grouped based on the focus of collection, namely: teaching modules or designs, learning, and students.

The data collection tools in this study were designed to obtain relevant and systematic information in accordance with the research focus, namely the use of the Wordwall application in assessing learning to capture the meaning of poetic texts. Data collection was conducted through four complementary primary tools: documentation, an observation guide, a Wordwall application usage test, and a combination of observation and a test for learning to capture the meaning of poetic texts. Overall, these three data collection tools were used in an integrated manner to ensure the data obtained provided a comprehensive and accurate picture of the use of the Wordwall application in assessing learning to capture the meaning of poetic texts at Sabrun Jamil Botupingge Islamic Senior High School.

The data collection techniques in this study were designed to obtain relevant and comprehensive information, thus fully addressing the three

established research focuses. To achieve this goal, the researcher employed three primary techniques: documentation, observation, and application testing, each of which collected specific data to address each research question. The data analysis technique in this study used a modified qualitative data analysis model proposed by Miles et al. (2014: 14-15). This model consists of three main stages, carried out interactively and continuously until the data is deemed complete.

RESULTS

This study describes data focused on: (1) the design of a Wordwall application in assessing learning to capture the meaning of poetry texts for grade XI students at Sabrun Jamil Botupingge Islamic Senior High School in the 2024/2025 academic year; (2) the use of a Wordwall application in assessing learning to capture the meaning of poetry texts; and (3) an evaluation of the use of a Wordwall application in assessing learning to capture the meaning of poetry texts.

Based on the data obtained in the field, a complete description of the research data is presented as follows:

1. The Design of a Wordwall Application in Assessing Learning to Capture the Meaning of Poetry Texts

An analysis of the poetry text teaching module documents shows that the assessment development using Wordwall is based on the learning outcomes (CP) and learning objectives (TP) established for the 2024/2025 academic year.

Design of a Wordwall Application in Assessing Learning to Capture the Meaning of Poetry Texts

No.	Component	Description
1	General Information on Teaching Tools	
	Compiler Name	Qomariah Abusama, S.Pd
	Institution Name	MA Sabrun Jamil Botupingge
	Year of Preparation of Teaching Modules	2025
	School Level	MA
	Fase/Class	Fase E/XI
	Time Allocation	2 x 45 minutes

2	Learning Objectives	
	Learning Outcome Phase (CP)	At the end of Phase E, students can write poetry by paying attention to the elements that build poetry, using a creative and imaginative style of language.
	CP Element/Domain	Writing Literary Texts
	Learning objectives	After following this lesson, students will be able to: 1) Identifying the elements that make up poetry. 2) Composing poetry with appropriate structure and language. 3) Demonstrate an appreciative attitude towards literary works.
	Essential Question(s)	What are the elements that make up a poem? How to write poetry that is interesting and touches the reader's feelings?
	Learning Environment	Indoor
3	Learning Objective Flow	
	Pancasila Student Profile	
	Related Pancasila Student Profiles	1) Critical thinking 2) Creative 3) Independent 4) Global diversity
4	Teaching Materials, Tools, and Materials	
	Main Learning Materials or Resources	Definition and characteristics of poetry Elements that build poetry (theme, diction, style, imagery, rhyme) Example of a poem from the Indonesian Language textbook for Class XI Merdeka Curriculum Student worksheets
	Facilities	Whiteboard LCD Projector Laptop Motion visuals: learning videos Rulers, markers and whiteboards
5	Learning model	
	Learning model	<i>Discovery Learning dan Project Based Learning</i>



6	Sequence of Learning Activities	
	Introduction	
	The teacher opened the lesson with greetings and prayers.	
	The teacher conducts apperception by asking students about their understanding of poetry.	
	The teacher conveys the learning objectives and benefits of studying poetry.	
	Main Activities	
	The teacher explains the meaning and characteristics of poetry.	
	The teacher explains the steps in writing poetry.	
	Students observe examples of poetry presented by the teacher.	
	Students discuss the elements contained in the poem with the teacher.	
	Students are given the opportunity to write poetry on a given topic (for example, about the environment, friendship, or daily life).	
	The teacher guides and provides feedback during the poetry writing process.	
	Closing	
	Some students read their poems in front of the class.	
	The teacher provides appreciation and evaluation of the students' work.	
	The teacher and students reflect on the day's learning.	
	Teachers deliver homework assignments or enrichment when necessary.	
7	Assesment	
	Assessment Target	Individual
	Types of assessment	Observation sheets
		Short essay questions, essay questions
		Performance rubric, portfolio rubric
	Criteria for Measuring the Achievement of Learning Objectives and Formative Assessment	
	Competency and knowledge assessment	Understanding the elements of poetry (diction, style, etc.)
		Suitability of the poem's content to the theme
		Originality and creativity
	How to conduct an assessment	Manual assessment of student-written poetry
	Assessment criteria	Score 1–100 using a poetry writing rubric (content, language, creativity, structure)
8	Teacher and Student Reflection	
	Teacher Reflection	Are students actively involved and showing interest in learning?
	Student Reflection	I find it easier to understand poetry because the questions are interesting.

9	Reference	
	References	Ministry of Education and Culture. (2022). Indonesian Language Textbook for Senior High School Grade XI Independent Curriculum. Minister of Education, Culture, Research, and Technology Regulation No. 7 of 2022 concerning Learning Outcomes
10	Enrichment and Remedial	
	Enrichment	Compose a poem with a free theme and then present it in front of the class.
	Remedial	Identifying elements of poetry from simpler texts in groups.

Based on the planning document, the learning outcomes (CP) used as a reference are that students are able to write poetry, paying attention to the elements of poetry construction and using creative and imaginative language. From these CP, specific learning objectives (TP) are derived: 1) identifying the elements of poetry construction, 2) composing poetry with appropriate structure and language, and 3) demonstrating an appreciative attitude toward literary works.

The Wordwall application design in this study was constructed to facilitate the achievement of the first and third TP points, namely identifying the elements of poetry construction and appreciation. The learning materials included in the application's questions include the definition of poetry, the characteristics of poetry, and an analysis of the elements of poetry construction (theme, diction, style, imagery, and rhyme).

The results of the alignment analysis indicate that the questions designed in the Wordwall serve as a foundation for conceptual understanding. Before students are asked to write poetry, their understanding of the intrinsic elements is tested through this application. Each question in the Wordwall is designed to measure a specific indicator, for example, a question asking students to identify the type of figurative language in a poetic stanza, or a question asking students to identify the theme of a short poem.

Based on documentation of the application specifications, the game feature chosen in this de-

sign is a Quiz or Multiple Choice Question. This feature selection is based on the need to measure students' conceptual understanding objectively, quickly, and measurably.

The Quiz feature in the Wordwall is designed with the following mechanisms: 1) Question format: each question is presented as a single question accompanied by multiple answer choices, with only one correct answer; and 2) Assessment efficiency: this feature was chosen for its ability to provide immediate feedback. Immediately after students select an answer, the system automatically validates the correctness of the answer.

The visual design of the Wordwall application is a crucial aspect in creating an engaging assessment experience that remains relevant to the academic context. Based on documentation of the digital design, the characteristics of the developed design have the following specifications:

- 1) The visual theme and interface aesthetics of this application use the "Wooden Desk" visual theme as the main background. This theme is philosophically aligned with the characteristics of the poetry text, where the wooden elements create a classic and authentic feel, resembling the work desk of a poet or writer. Visually, the warm brown wooden background provides a good contrast to the text on the white paper, resulting in a very high level of readability. This is crucial to ensure students can examine the poetry questions without experiencing eye strain.



- 2) Layout and typography: The question layout is designed centrally to prevent students' focus from being distracted by other elements. The typography used in this theme tends to be bold and clear, resembling typewriter typing or formal writing, reinforcing the feel of a literary document. In this design, the poem's verses are presented in responsive, interactive boxes, so that when students use a device (mobile phone or laptop), the display remains proportional and easy to navigate (user-friendly).
- 3) Featuring gamification and interactive feedback, this application's design integrates gamification features to increase learning motivation through score indicators and a timer on the top panel, designed to train students' thinking effectiveness in analyzing poetic elements. The system also provides instant feedback in the form of green checkmarks and sound effects for correct answers, and red crosses for incorrect answers, as a form of visual and auditory feedback. Finally, the application displays a leaderboard to foster a healthy competitive spirit among 11th-grade students at Sabrun Jamil Botupingge Islamic Senior High School in mastering poetry.

2. Use of the Wordwall application in assessing learning to capture the meaning of poetic texts among 11th-grade students at Sabrun Jamil Botupingge Islamic Senior High School in the 2024/2025 academic year

Based on field findings, to determine the use of the Wordwall application in assessing student learning to capture the meaning of poetry in 11th-grade students at Sabrun Jamil Botupingge Islamic Senior High School, teachers conducted four meetings prior to its use to explain the elements of poetry. The teacher chose the Wordwall application as a digital learning medium to support the classroom's process of capturing the meaning of poetry texts. This media selection was based on its suit-

ability to the characteristics of poetry material, which requires a creative and interactive approach. Furthermore, Wordwall was deemed capable of creating a more engaging learning environment and encouraging active student participation, in line with the spirit of the Independent Curriculum, which emphasizes technology-based and participatory learning.

Based on field findings, the Wordwall application was implemented in the fifth meeting, after the teacher had previously explained the material in the first through fourth meetings, in accordance with Core Competency (KD) 3.7, namely analyzing the elements of poetry. Before the assessment began, the teacher explained how to access the QR code provided to open the Wordwall questions. The teacher ensured that all students understood the steps to use the application. Although the teacher did not provide a direct example of how to use the application, students were able to follow the instructions effectively. This indicates that the initial introduction to the application was sufficiently well-understood by the students, who appeared technically prepared to take the digital-based assessment.

Throughout the assessment process, the teacher continued to provide guidance and monitor student activities in class. Teachers circulated to ensure that all students could access the questions and understood the mechanics of completing them. This guidance from teachers helped students understand how to use the application directly.

Based on observations, active teacher participation in overseeing the assessment process was a key factor in the successful use of the Wordwall application in the classroom. Field observations also indicated that students displayed very positive engagement. They appeared confident, enthusiastic, and enjoyed the entire assessment process presented through digital media.

The attractive, interactive, and user-friendly application interface was also observed to have a direct impact. These features not only made it

easier for students to navigate but also created a comfortable atmosphere so they could focus on the questions without feeling stressed. Thus, observations indicate that the combination of active teacher involvement and user-friendly application design successfully created an effective and enjoyable assessment experience for students.

Although implementation went relatively smoothly, researchers encountered minor technical challenges, such as students not having their own devices. However, the teacher quickly addressed these challenges by lending her own devices so students could still participate.

Based on observations, the use of the Wordwall application in assessing poetry text learning in grade XI students at Sabrun Jamil Botupingge Islamic Senior High School was effective and adaptive. The teacher utilized Wordwall's features to create digital-based multiple-choice questions that aligned with the poetry learning material and indicators. The assessment process was conducted live in class using each student's own device, creating an interactive and efficient learning environment.

3. Evaluation of the use of the Wordwall application in assessing the learning ability to capture the meaning of poetry texts by 11th-grade students at Sabrun Jamil Botupingge Islamic Senior High School in the 2024/2025 academic year.

Data analysis from the test results showed that the Wordwall application performed reliably and effectively as a digital assessment tool. This evaluation was based on observations of the technical and functional aspects of the application used by 10 students. In general, most students were able to complete the test without significant obstacles, indicating that the application is easy to use and stable.

Analysis of the technical and functional aspects showed good to excellent performance. In the name registration aspect, 100% of students successfully registered. Furthermore, page load times also demonstrated high efficiency, with 70%

of students experiencing no significant delays. Key features such as the timer and music functioned very well, with 90% of students experiencing normal functionality for the timer feature and 90% for the music feature. Further analysis found that answering questions went smoothly for 60% of students, demonstrating the application's accuracy and responsiveness.

Score and time displays were also accurate for 80% of students, providing informative, instant feedback. The leaderboard demonstrated reliable performance, with 80% of students experiencing no issues. This allowed for competitive interaction between students. Most importantly, the presence of bugs or errors was minimal, with 80% of students experiencing no significant technical challenges. Overall, the Wordwall application's technical performance was deemed excellent. The application proved reliable, easy to use, and effectively facilitated the assessment process. These findings indicate that Wordwall is a suitable alternative digital assessment tool for learning.

DISCUSSION

1. The design of a Wordwall application for assessing the learning of poetry texts for eleventh-grade students at Sabrun Jamil Botupingge Islamic Senior High School in the 2024/2025 academic year

The results of the research on the Wordwall application design indicate that the development of this assessment tool was constructed through a systematic integration of pedagogical, technical, and visual aspects. In terms of material alignment, the application design fully aligns with the applicable curriculum for eleventh-grade students at Sabrun Jamil Botupingge Islamic Senior High School in the 2024/2025 academic year. The researchers aligned the test items with the learning outcomes (CP), which require students to be able to write poetry while paying attention to constructive elements and creative style. Based on the teaching module document, the learning objectives focus on students' ability to identify the constructive elements of poetry, such as theme, diction,



style, imagery, and rhyme. This design serves as an operational foundation, ensuring that each question in the application has strong content validity and accurately measures students' competencies before they move on to more complex poetry writing. In terms of feature selection, this design specifically stipulates the use of a multiple-choice (Quiz) format on the Wordwall platform. This feature selection was based on the need for an objective assessment instrument capable of providing instant feedback to students. As explained by Andini (2022: 15), the Wordwall application's difficulty level can be adjusted to suit students' needs. The use of this digital quiz format facilitates a more efficient assessment process than conventional methods, as the system automatically records the accuracy of each student's answers and the duration of their work. This aligns with the research objective of creating a practical yet in-depth measurement tool for evaluating understanding of basic literary concepts.

In terms of design characteristics, the Wordwall application is designed using the "Wooden Desk" visual theme, which creates a classic and formal aesthetic atmosphere reminiscent of a writer's desk. The use of a warm brown wooden background aims to create visual harmony with the contemplative and imaginative nature of the poetry text. This design characteristic not only emphasizes aesthetics but also prioritizes user-friendliness through a centralized question layout and clear typography to maintain readability.

In addition, the application design is equipped with gamification elements such as a timer and a leaderboard to stimulate students' competitive motivation. The integration of interactive visual responses in the form of green ticks and red crosses as answer markers provides a dynamic assessment experience, so that the learning evaluation process of capturing the meaning of poetry texts becomes more interesting and conducive for grade XI students. This is as expressed by Aprilia et al (202: 205) that one of the characteristics of the Wordwall application is that it has an attractive appearance and is able to make students more re-

sponsive during the learning process.

2. The Use of the Wordwall Application in Assessing Student Learning in Capturing the Meaning of Poetry Texts for Grade XI Students at MA Sabrun Jamil Botupingge in the 2024/2025 Academic Year

Based on data obtained through observation, this discussion will examine the use of the Wordwall application in terms of its relevance to the learning material and the suitability of the questions to core competencies.

The use of the Wordwall application in assessing poetry text learning in Grade XI students at MA Sabrun Jamil Botupingge demonstrates a strategic and responsive approach to the characteristics of the material and the needs of students in the digital age. The selection of Wordwall as a digital learning medium considers its suitability to the characteristics of poetry material, which requires a creative and interactive approach. This aligns with the view of Newby et al. (in Shoffa et al., 2023: 6), who state that media encompasses anything that can convey a message to achieve learning objectives, including digital applications. Wordwalls are considered capable of creating a more engaging learning environment and encouraging active student participation, which is highly relevant to the function of learning media as stated by Arsyad (2009: 25-27), who states that learning media can attract and direct students' attention, stimulate their desire to learn, allow students to develop knowledge independently according to their abilities or desires, and encourage students to engage in more direct communication with their environment. The use of Wordwalls also reflects teachers' readiness to adopt relevant and adaptive educational technology to 21st-century learning developments, while meeting media selection criteria that consider learning objectives and student characteristics.

The Wordwall application was implemented in the fifth meeting, after the previous four meetings focused on explaining the elements of poetry construction according to Core Competency 3.7.

This demonstrates that Wordwalls were integrated as an assessment tool after the material foundation was established. The assessment process began with the teacher explaining how to access the provided QR code to open the Wordwall questions, ensuring understanding of the application's steps. Although the teacher did not provide direct examples of how to use the application, students were able to follow the instructions well, indicating that the application was quite intuitive and that they were technically prepared for digital-based assessment. This confirms that the use of the Wordwall application in learning assessments is easily understood by students, as stated by Mujahidin et al. (2021: 556), who stated that the Wordwall media offers a significant learning system and students can easily follow it from the lowest to the highest levels.

The teacher's active participation in monitoring and guiding students during the assessment is also a contributing factor to the successful use of this application. This aligns with the media's function of enabling direct interaction between students, the teacher, and their learning environment.

Students demonstrated positive engagement, appearing confident, enthusiastic, and enjoying the digital assessment process. The application's attractive, interactive, and user-friendly interface also provided comfort for students in answering questions. As stated by the teacher, students "prefer online learning" and requested that each lesson's assessment continue using this method, rather than writing on paper. This reflects the benefits of learning media in increasing participation and fostering interest in learning. Although the implementation proceeded fairly smoothly, researchers encountered minor technical challenges, such as students not having personal devices. However, the teacher quickly addressed these challenges by lending her own devices so students could still participate in the assessment, demonstrating adaptability in facing the challenges of technology implementation.

Overall, based on observations, the use of the Wordwall application in assessing poetry text

learning in grade XI of Sabrun Jamil Botupingge Islamic Senior High School was effective and adaptive. The teacher utilized Wordwall's features to create digital-based multiple-choice questions that aligned with the poetry learning material and indicators. The assessment process, conducted directly in class using each student's own device, creates an interactive and efficient learning environment.

These findings are strongly relevant to previous research. Nenta Mamonto's research on the use of Kahoot demonstrated that interactive digital media can increase student motivation, enthusiasm, and participation, despite technical barriers to its implementation. This reinforces the finding that Wordwall, a similar interactive medium, also encourages student engagement. Similarly, Eko Purwanto Mooduto's research using PowerPoint, although using a different medium, also highlights the role of visual media in supporting learning outcomes and enhancing student understanding. Lia Epriliyanti's research, which specifically examines Wordwall in assessing mathematics learning outcomes, also demonstrates the significant influence and ability of Wordwall to encourage active student engagement. Thus, this study confirms that the pattern of using interactive digital media for assessment, with its advantages in motivation and efficiency, also applies to the context of poetry text learning at Madrasah Aliyah Sabrun Jamil Botupingge.

3. Evaluation of the use of the Wordwall application in assessing student learning in learning to capture the meaning of poetry texts for Class XI students at MA Sabrun Jamil Botupingge in the 2024/2025 academic year.

An evaluation of the Wordwall application in this study was conducted to gauge its effectiveness as an ideal assessment tool. Based on field findings, the Wordwall application proved to be a practical and accurate assessment instrument. This aligns with Suarga's view (in Inayati & Mulyadi 2023:17), who defines evaluation as the process of determining the value of something based on



established criteria. In this context, Wordwall meets the criteria for a valid measurement tool. Furthermore, Supriyadi (2013:1) emphasizes that evaluation is an integral and inseparable part of the entire learning process to determine whether objectives have been achieved. The research findings validate this, as the use of Wordwall does not stand alone but rather integrates with the teaching module to ensure that the learning objectives for poetry are measurably achieved.

In terms of efficiency and technical quality, the use of Wordwall has been proven to facilitate teachers and students in conducting assessments. This aligns with Nabila's opinion (in Wahidin et al. 2022: 836), which states that the purpose of media evaluation is to assess how effectively and efficiently the media conveys the material. Furthermore, the clear and accessible visual display of the Wooden Desk theme meets the technical quality criteria proposed by Walker and Hess (in Wahidin et al. 2022: 836), which include aspects of readability, ease of use, and display quality.

From a pedagogical perspective, or material suitability, the evaluation results indicate that the questions in the Wordwall align with the indicators for building poetry. This is crucial, considering that Kurniawati (in Zaenuri 2022: 255-267) emphasizes that the most important aspect of media is the accuracy and accuracy of the content; even if the media is attractively packaged, if the material is incorrect, it is unsuitable for use. In this study, the poetry content was presented appropriately, fulfilling the evaluation objective formulated by Warsita (in Sari 2022: 63), namely to determine whether the lesson content was presented appropriately using the media.

Another significant finding was the high level of motivation and positive student responses during the assessment. Gamification features such as scoring, timers, and leaderboards have been shown to increase student engagement. This phenomenon is echoed by Slavina (in Delfi et al. 2023: 5), who cited incentives (rewards, grades, or interesting challenges) as indicators of learning effectiveness. Students felt challenged to solve the poetry prob-

lems due to the healthy competitive element. This also aligns with Warsita's evaluation indicators (in Sari 2022:63) regarding the importance of understanding student responses.

Overall, this evaluation confirms that the Wordwall application meets the principles for evaluating the use of learning media. In accordance with Kurniawati's principles (in Zaenuri 2022: 255-267), this medium successfully enhances effective communication between teachers and students through interactive message delivery (questions). By fulfilling the indicators of technical efficiency, content validity, and motivational incentives, the use of Wordwall in the assessment of learning to capture the meaning of poetry texts in class XI of Madrasah Aliyah Sabrun Jamil Botupingge can be declared effective and worthy of being used as a sustainable digital assessment model.

CONCLUSION

The conclusions of this study are formulated based on an interpretation of all findings and discussions, which broadly address the entire focus of the study regarding the Use of the Wordwall Application in the Assessment of Poetry Text Learning for 11th-grade students at Sabrun Jamil Botupingge Islamic Senior High School. The Wordwall application design has been systematically constructed by integrating pedagogical, technical, and visual aspects. Pedagogically, the test material has strong content validity because it is fully aligned with the learning outcomes (CP) and the objectives of the teaching module regarding the elements of poetry construction. From a technical perspective, the selection of the Quiz feature (multiple choice) has proven effective in providing objective assessment and instant feedback. Meanwhile, the characteristics of the Wooden Desk-themed design combined with gamification elements, such as a timer and leaderboard, successfully create an aesthetic and user-friendly interface. Thus, this design not only functions as an accurate competency measurement tool but also is able to create a responsive, engaging, and moti-

vating assessment experience for students in literature learning. The use of the Wordwall application in assessing learning to capture the meaning of poetry texts in eleventh-grade students at Sabrun Jamil Botupingge Islamic Senior High School was strategically implemented as an integrated digital evaluation instrument. Field implementation took place in the fifth meeting through QR code scanning, where the application proved intuitive and easily accessible to students without significant technical difficulties. This usage process created an interactive dynamic, with teachers actively guiding and adaptively addressing device limitations. On the student side, the application's use sparked a positive response in the form of high enthusiasm and active participation, as well as a strong preference for online methods over conventional methods. This demonstrates that Wordwall was successfully implemented as a medium that accommodated students' technological needs, created a conducive assessment environment, and aligned with the characteristics of the poetry material.

The evaluation of the Wordwall application's use demonstrated the successful integration of technical, pedagogical, and psychological aspects in the field. Technically, the Wooden Desk theme provided a quality display that supported the readability of complex poetry material. Pedagogically, the application functioned as an instrument aligned with the poetry development indicators in the teaching module, ensuring content accuracy in the assessment process. The use of gamification features such as timers and leaderboards has been shown to create a healthy competitive atmosphere, which directly increases student engagement and positive responses. In conclusion, Wordwall serves as a practical, interactive communication medium that accommodates the characteristics of literary materials, transforming conventional assessment processes into a more dynamic and structured digital experience for students.

The use of the Wordwall application in the learning assessment to capture the meaning of poetry texts in class XI of Madrasah Aliyah Sabrun

Jamil Botupingge in the 2024/2025 Academic Year has been implemented very well through the integration of design, implementation, and evaluation aspects. Systematically, the design of this application successfully aligns the material on the building blocks of poetry in the teaching module into a valid and aesthetic digital format. In its implementation in the field, the use of Wordwall proved to be very adaptive and intuitive, capable of creating interactive dynamics between teachers and students through gamification features such as timers and leaderboards. The final evaluation showed that this media not only functions as an accurate and practical competency measurement tool but also successfully transforms the conventional assessment process into a dynamic digital experience. This directly increases student engagement, motivation, and positive responses, making Wordwall an accommodating and relevant assessment instrument to the characteristics of literary material in the digital era.

REFERENCES

- Andini, A. (2022). *Pengaruh Penggunaan Media Pembelajaran Wordwall Terhadap Hasil Belajar Siswa Pada Materi System Periodic Unsur*. Skripsi UIN SYARIF HIYATULLAH: hal 13
- Anggorowati, A. (2023). *Penggunaan Media Pembelajaran Powerpoint Interaktif Untuk Peningkatan Prestasi Belajar Bahasa Inggris Materi Narrative Text Reading Siswa MPLB SMK Negeri 3 Linggabuana. Asas wa Tandhim*, 79.
- Arifin, A. (2013). *Evaluasi Pembelajaran* (Cet. V). Bandung: Remaja Rosdakarya.
- Arsyad (2009). *Media Pembelajaran*. Jakarta: Raja Grafindo Persada Rineka Cipta.
- Baruta (2023). *Asesmen Pembelajaran Pada Kurikulum Merdeka Pendidikan Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah*. Lombok Tengah: Pusat Pengembangan Pendidikan dan Penelitian Indonesia.



- Delfi, M., Herlinda, H., Sukarma, Z., Andrawina, A. (2023). Efektivitas Media Pembelajaran *YouTube* untuk Meningkatkan Kemampuan Berliterasi Mahasiswa Universitas Islam Negeri Sultan Syarif Kasim Riau dalam Pembelajaran Sastra. *Gurindam: Jurnal Bahasa dan Sastra Indonesia*, 3(1), 1-12.
- Hardani, H., Ustiawaty, J., Andriani, H., & Istiqomah, R. R. (2020). *Metode Penelitian Kualitatif & Kuantitatif*. Yogyakarta: Penerbit Pustaka Ilmu.
- Hasan, H. (2006). *Analisis Data Penelitian dengan Statistik*. Jakarta: Bumi Aksari.
- Ismiyati. (2021). Pembuatan Alat Peraga Cerobong Hitung. *JECIE (Journal of Early Childhood and Inclusive Education)*, 78.
- Kaniawati, E., Mardani, M. E., Lestari, A. N., Nurmilah, U., & Setiawan, U. (2023). Evaluasi Media Pembelajaran. *Journal of Student Research*, 1(2), 18–32. <https://doi.org/10.55606/jsr.v1i2.954>
- Kemendikbudristek. (2021). *Panduan Pembelajaran dan Asesmen Jenjang Pendidikan Dasar dan Menengah (SD/MI, SMP/MTs, SMA/SMK/MA)*. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Mamonto, M. (2021). Penggunaan Media Kahoot Dalam Penilaian Pembelajaran Mengevaluasi Struktur dan Kebahasaan Teks Anekdote pada Siswa Kelas X Smk Negeri 1 Suwawa. *Jambura Journal of Linguistics and Literature*, 3.
- Miles dkk. (2014). *Qualitative Data Analysis (A Methods Sourcebook)*. California: SAGE Publication.
- Mujahidin, A. A., Salsabila, U. H., Hasanah, A. L., Andani, M., & Aprillia, W. (2021). Pemanfaatan Media Pembelajaran Daring (Quizizz, Sway, dan Wordwall) Kelas 5 di SD Muhammadiyah 2 Wonopeti. *Innovative: Journal Of Social Science Research*, 1(2), 552–560. Retrieved from <https://j-innovative.org/index.php/Innovative/article/view/113>
- Mulyadi, M. (2023). Evaluasi Media Pembelajaran Materi Fikih Madrasah Aliyah. *PEDAGOGIKA: Jurnal Ilmu-Ilmu Kependidikan*, 17.
- Murdiyanto. (2020). *Penelitian Kualitatif (Teori dan Aplikasi disertai contoh proposal)*. Yogyakarta: Lembaga Penelitian dan Pengabdian Pada Masyarakat UPN “Veteran” Yogyakarta Press.
- Pitaloka, P., & Sundari, S.. (2020). *Seni Mengenal Puisi*. Medan: Guepedia.
- Pradani, P. (2022). Penggunaan Media Pembelajaran *Wordwall* untuk Meningkatkan Minat dan Motivasi Belajar Siswa pada Pembelajaran IPA di Sekolah Dasar. *Educenter: Jurnal Ilmiah Pendidikan*, 453.
- Rahmawati (2023). Analisis Minat Belajar Siswa pada Pembelajaran Matematika Menggunakan Media Pembelajaran Video Animasi. *Journal on Education*, 7574.
- Razak, A. (2017). *Menggapai Mixed Methods Bidang Pembelajaran Bahasa Indonesia*. Pekanbaru: Ababil Press.
- Salsabila, U. A., Habibah, I. S., Amanah, I. L., & Istiqomah, N. A. (2024). “Can Word Wall Assess Students’ Words? ”: Nurturing Inclusivity And Advancement In Rural Secondary Education. *English Review: Journal of English Education*, 4(2), 163-173.
- Sari, S. (2020). Kesulitan Menulis Teks Eksplanasi Siswa Kelas VII SMP Negeri 14 Kota Bengkulu. *Jurnal Ilmiah Korpus*, 293.
- Sherianto. (2020). *Wordwall Aplikasi Bermain Sambil Belajar*. www.cocokpedia.net.
- Shoffa, S. (2023). *Media Pembelajaran*. Editor: Sriwardona dan Rahma Yani. Padang: Barat: Afasa Pustaka.

- Susilo, S. (2021) *Teori Asesmen dalam Pembelajaran Bahasa: Global Aksara Press*.
- Sugiyono, S. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&G*. Bandung: Alfabeta.
- Supriyadi, S. (2013). *Evaluasi Pembelajaran Bahasa Indonesia*. Gorontalo: UNG Press Gorontalo.
- Wahidin, U., Sarbani, M., & Tabroni, I. (2022). *Evaluasi Penggunaan Media Pembelajaran dalam Praktik Pengalaman Lapangan Mahasiswa Program Studi Pendidikan Agama Islam*. *Edukasi Islami: Jurnal Pendidikan Islam*, 836.
- Zainuri, A., & Saepuloh, S. (2023). *Evaluasi Manajemen Media Pembelajaran pada Madrasah Ibtidaiyah*. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 3(3), 255–263. <https://doi.org/10.31538/munaddhomah.v3i3.267>.