



Development of Joyful Learning-Based Wordwall Instructional Media to Enhance Poetry Comprehension Among Grade XI Students at SMA Wahid Hasyim Model Karanggeng

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ABSTRACT

Poetry instruction requires media capable of creating an active, engaging, and enjoyable learning atmosphere to facilitate students' comprehension of the material. However, observations at SMA Wahid Hasyim Model Karanggeng revealed that the use of technology-based learning media was suboptimal; poetry lessons relied heavily on textbooks and student worksheets, leading to student boredom. This study aimed to develop "Joyful Learning"-based Wordwall media to enhance poetry comprehension among Grade XI high school students. The study employed the Research and Development (R&D) method using the ADDIE model, comprising the analysis, design, development, implementation, and evaluation stages. The developed product consists of Wordwall media utilizing the "Random Wheel" template for instruction and the "Quiz" template for assessment. During the implementation phase, students were divided into five groups to analyze the physical and inner elements of poems based on themes selected via the Random Wheel, followed by individual quiz completion to assess learning outcomes. The results indicate that the Joyful Learning-based Wordwall media successfully fostered a learning process that was more active, interactive, engaging, and enjoyable. Consequently, the developed media is expected to serve as an innovative alternative for enhancing poetry comprehension among Grade XI high school students.

Keywords: Joyful learning, wordwall, instructional media, poetry comprehension

INTRODUCTION

Indonesian language instruction is a mandatory subject at every level of education, spanning from primary and secondary school to higher education. A student's ability to communicate politely and efficiently while adhering to correct Indonesian language rules is significantly influenced by this subject. Beyond mastering linguistic elements, students engaging in Indonesian language learning also develop critical, creative, and logical thinking skills necessary for understanding and communicating diverse information (Simbolon, 2023). According to Chindytia et al. (2026), language learning is essentially learning to communicate—a process of conveying messages, ideas,

or information to others and comprehending the information received. Consequently, Indonesian language instruction aims to enhance four key language skills: listening, speaking, reading, and writing. These four skills are interconnected and serve as the foundation for students to acquire and develop knowledge (Rambe & Devianty, 2024; Prasetyo et al., 2025; Razak et al., 2020; Elmustian et al., 2019; Septyanti et al., 2021).

The educational landscape must continually evolve to keep pace with scientific and technological breakthroughs. School-based learning processes have been profoundly influenced by technological advancements, particularly regarding the

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use of more creative and interactive educational materials. By integrating technology into instruction, educators can present information in ways that sustain student interest throughout the learning process (Saroro & Wardhani, 2024). Furthermore, the use of technology-based teaching resources can boost student motivation, focus, and engagement in classroom activities. In today's digital era, active student participation in the learning process is prioritized over teacher-centered teaching methods. Therefore, educators need to leverage technology to develop innovative teaching methods that meet the needs of contemporary students (Farhan et al., 2024).

According to Havizul et al. (2025), when utilizing instructional media, it is crucial to remember that such media must support and foster the student's learning process. Therefore, the selection of instructional media must take into account learning objectives, the nature of the material, and the students' needs and capabilities. Effective use of instructional media can also boost student motivation; engaging media that keeps pace with the times can inspire students to play an active role in their own education. Since this process is not solely teacher-centered but also involves active student participation, students become more enthusiastic about learning (Raudah et al., 2024; Achmadinata & Yusmanika, 2025; Sumiharti & Sari, 2025).

Given the importance of instructional media in the learning process, the study of poetry—a specific topic within the Indonesian language curriculum—requires appropriate media. Poetry is a form of literature characterized by language that is concise, beautiful, and rich in meaning. In poetry, every word is carefully chosen to convey the poet's ideas, feelings, or experiences to the reader (Ulfah et al., 2023; Ahmi & Turistiani, 2026; Sari, 2023). Through poetry, authors can convey various messages, life values, and reflections on their surroundings in a unique and engaging manner. Consequently, there is a need for instructional media that can help students grasp the meaning of a poem in a way that is easier, more engaging, and enjoyable

(Putri et al., 2024; Widiastuti et al., 2023).

Based on the researcher's observations at SMA Wahid Hasyim Model Karanggeneng, the use of technology-based instructional media has not been maximized. Teachers consistently rely on conventional resources—such as standard textbooks—which often fail to engage students, leading to boredom. These textbooks and student worksheets offer limited information; however, effective literature instruction—particularly regarding poetry—requires additional materials or media to ensure the subject matter is conveyed comprehensively. Students desire a classroom atmosphere that is engaging and enjoyable to prevent the learning process from becoming tedious.

To address these issues, there is a need to develop innovative instructional media capable of boosting student interest and engagement in understanding poetry. With technological advancements, learning applications—such as Wordwall—can be utilized to support teaching and learning activities.

Wordwall is an interactive learning platform that offers various educational games designed to help students grasp material in a more enjoyable way. It possesses several advantages that support the learning process (Alwi & Kurniawan, 2024). By presenting content through interactive educational games, the platform can enhance student interest and learning motivation. Furthermore, Wordwall offers a diverse range of activities—such as matching pairs, random wheel spins, puzzles, and multiple-choice quizzes—that create a more engaging learning environment and alleviate student boredom. Using Wordwall also fosters active student participation, provides immediate feedback, and allows for flexible learning access via internet-connected devices. Consequently, Wordwall serves as an effective instructional tool for deepening students' understanding of the subject matter. In this study, the learning process utilizes the "Random Wheel" template to engage students with poetry through active, fun activities, while the "Quiz" template serves as an



evaluation tool to assess student comprehension following the lesson (Khasanah et al., 2024). This study employs the "Joyful Learning" approach, which emphasizes the creation of an active, enjoyable, and meaningful learning atmosphere. Through this medium, students are expected to become more motivated to participate in the lesson and find it easier to comprehend the poetry material being studied. Therefore, the development of a Wordwall-based learning medium grounded in the Joyful Learning approach is deemed necessary to enhance the understanding of poetry material among Grade XI high school students.

Previous research by Aini et al. (2024) demonstrated that Wordwall media can increase students' learning interest and engagement in Indonesian language lessons. Additionally, research by Mauluddin et al. (2024) showed that the "Joyful Learning" approach fosters a more active and enjoyable learning process. However, research developing Joyful Learning-based Wordwall media specifically for poetry comprehension at the high school level remains limited. Therefore, this study offers a novel contribution by developing Wordwall media that utilizes the "Random Wheel" template for instruction and the "Quiz" format for assessment regarding poetry comprehension.

Given these issues, there is a need to develop Wordwall media capable of creating an active, engaging, and enjoyable learning atmosphere for students. Consequently, the researcher aims to conduct a study titled "Development of Joyful Learning-Based Wordwall Instructional Media to Improve Poetry Comprehension among Grade XI High School Students." This study is expected to help enhance students' understanding of poetry through the use of innovative and interactive instructional media.

METHOD

This study employs the Research and Development (R&D) method. R&D is a research methodology aimed at creating a product and evaluating its feasibility and effectiveness. Sugiyono

(2015), Fraenkel et al. (2022) states that the R&D method is used to create products and evaluate their effectiveness and validity. In this study, Wordwall instructional media based on the Joyful Learning strategy is developed with the goal of improving Grade XI high school students' understanding of poetry.

The development model used in this study is the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The analysis stage involves identifying learning needs, student characteristics, and issues encountered during poetry instruction. The design stage entails planning the Wordwall instructional media, including the preparation of content, quiz questions, and the media's visual layout. The development stage consists of the media creation process and validation by experts to determine the feasibility of the developed product. Next, the implementation phase is carried out by testing the media with students during learning activities. The final phase, evaluation, aims to assess the quality of the media and identify the product's strengths and weaknesses so that improvements can be made if necessary. The ADDIE model was selected because it features a structured, systematic procedure and is well-suited for the development of technology-based learning media.

In addition to following a systematic development process, this study emphasizes user involvement as a foundation for refining the product. Feedback from expert validators and results from student trials served as the basis for revising the media to ensure it met classroom learning needs. Improvements were made incrementally, addressing content, visual design, ease of use, and the alignment of Wordwall features with learning objectives. Through this process, the resulting product was expected not only to demonstrate high suitability but also to foster a learning environment that is interactive, enjoyable, and student-centered, thereby enhancing students' understanding of poetry.

RESULTS

The outcome of this study is a Wordwall-based learning medium designed around the "Joyful Learning" approach to improve poetry comprehension among Grade XI high school students. The development process followed the ADDIE model. During the analysis phase, the researcher identified learning needs through observations at SMA Wahid Hasyim Model Karanggeneng. Observations revealed that the existing instruction relied heavily on textbooks and student worksheets, making poetry lessons unengaging and prone to causing student boredom.

The development of the Wordwall medium focused not only on content presentation but also on fostering active student engagement. Through interactive questions, immediate feedback, and an appealing interface, students were encouraged to participate enthusiastically in learning activities. The integration of gamification elements was intended to create a more enjoyable learning atmosphere, boost motivation, and help students grasp poetry concepts more effectively than traditional teaching methods allowed.

Based on these identified needs, the researcher developed the learning medium using the Wordwall platform. The final product utilizes two specific templates: "Random Wheel" and "Quiz." The Random Wheel template is used as a learning tool to determine the poetry themes to be analyzed by each group, while the Quiz template serves as an evaluation tool to assess students' level of understanding following the lesson.



Figure 1
Random Wheel Display on Wordwall

During the implementation phase, students were divided into five groups. The "Random Wheel" template featured six poetry themes: heroes, mothers, nature, friendship, teachers, and school. Each group spun the wheel once to randomly select a theme. Once the wheel stopped on a theme, the teacher distributed a poem corresponding to that theme. Subsequently, the groups discussed and analyzed the physical and intrinsic elements of the poem based on the provided guidelines. As there were more themes than groups, the unselected theme was not used in the lesson.



Figure 2
Quiz Display on the Wordwall Platform

After the discussion session concluded, each student completed a quiz individually to evaluate their understanding of the material covered.

DISCUSSION

The learning media developed in this study utilizes the Wordwall platform—a digital learning tool offering various interactive features (Evandri, 2024). Development involved the use of two templates: "Random Wheel" and "Quiz." The Random Wheel template served as a tool to deter-



mine the poetry themes to be analyzed by each group, while the Quiz template functioned as an evaluation tool to assess student understanding following the lesson. These templates were selected to align with the characteristics of the poetry comprehension material, aiming to create a learning process that is engaging rather than monotonous. Through these activities, students not only engaged in group discussions but also practiced analyzing the physical and inner elements of the poems based on their assigned themes.

The development of the Wordwall media in this study incorporates the "Joyful Learning" approach, which emphasizes creating an active, enjoyable, and meaningful learning atmosphere. The Random Wheel template was designed to foster student engagement in the learning process through group-based poetry analysis. Meanwhile, the Quiz template served as an interactive evaluation tool, ensuring that the assessment process remained enjoyable. This combination aims to provide a more engaging learning experience and assist students in comprehending the poetry material.

This media development aligns with theories regarding Wordwall as a digital learning tool that offers various educational activities and games to support interactive learning. Furthermore, the Joyful Learning approach highlights the importance of creating a comfortable, active, and enjoyable learning environment to boost student motivation. Consequently, developing Wordwall media based on the Joyful Learning approach is considered highly suitable for poetry comprehension lessons, as it effectively combines learning activities with educational games that actively involve students. The results of this media development are also supported by prior research, specifically the study conducted by Aini et al. (2024) demonstrate that the use of Wordwall can enhance students' learning interest and active participation in Indonesian language lessons. Meanwhile, Rodhiatun Nisa et al. (2024) state that the "Joyful Learning" approach fosters a more active and enjoyable learning process. Building on this research, the Joyful Learning-based Wordwall media developed in this study

offers a novel approach by utilizing the "Random Wheel" template for instruction and the "Quiz" feature for assessment within the context of poetry comprehension for Grade 11 high school students.

Beyond diversifying the delivery of material, the Joyful Learning-based Wordwall media is designed to enhance interaction between teachers and students during the learning process. Teachers act not merely as sources of information but as facilitators who guide students as they explore poetry through various interactive activities. This environment provides students with opportunities to discuss ideas, exchange opinions, and present their analyses with greater confidence. Consequently, the learning process becomes more student-centered, fostering a more meaningful educational experience.

In terms of implementation, the use of Wordwall facilitates the teacher's management of both learning activities and assessments. All activities on the platform are accessible via digital devices, offering flexibility for both face-to-face and technology-assisted instruction. Evaluation results from the Quiz template serve as valuable feedback for gauging each student's mastery of the material. This information helps teachers determine appropriate follow-up actions, such as reinforcement activities or providing guidance to students struggling to grasp elements of poetry.

Based on the overall development process, the Wordwall medium—grounded in the "Joyful Learning" approach—shows potential for application beyond poetry comprehension to other Indonesian language topics requiring interactive learning activities (Sari et al., 2024). The flexibility of available features allows teachers to tailor content, question formats, and learning activities to specific educational goals. Consequently, this medium represents a digital learning innovation that supports technology-integrated curricula while fostering a learning process that is effective, enjoyable, and conducive to active student participation.

CONCLUSION

The research process confirms the successful development of a Wordwall-based learning medium utilizing the "Joyful Learning" approach, aimed at enhancing poetry comprehension among Grade XI high school students. Development followed the ADDIE model, with each stage executed systematically to ensure the resulting medium aligned with learning needs and student characteristics.

The developed medium utilizes two Wordwall templates: "Random Wheel" and "Quiz." The Random Wheel template assigns poetry themes for group analysis, adding variety to the learning process and encouraging active student participation. Meanwhile, the Quiz template serves as an assessment tool to measure students' understanding of the poetry material following the learning activities.

Integrating the "Joyful Learning" approach into the Wordwall medium creates a learning experience that is interactive, enjoyable, and student-centered. The combination of material presentation, learning activities, and game-based evaluation is expected to boost learning motivation while strengthening students' understanding of poetry. Therefore, the Wordwall platform—grounded in the "Joyful Learning" approach—serves as a viable, innovative, and effective instructional tool to facilitate poetry comprehension for Grade 11 high school students.

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