



Implementation of the *Stad* Type Cooperative Learning Model using a *Wordwall* to Increase the Learning Motivation in Grade V Students at the UPTD of Elementary School 79 Parepare

Musfirah^{1*}, Abd. Halik², Sitti Nurrafia Husain³

Universitas Negeri Makassar

Corresponding Author: Musfirah musfirah@unm.ac.id

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ABSTRACT

Learning motivation is one of the important factors that influence student success in the learning process, so this study aims to increase student learning motivation through the application of the *STAD* type cooperative learning model assisted by word walls in Indonesian language learning, especially the material on imperative sentences. This type of research is classroom action research (CAR) which is carried out in three cycles, where each cycle consists of the planning, implementation, observation and reflection stages. Data collection techniques are carried out through observation, documentation and student motivation observation sheets. The study's findings show that implementing the *STAD* cooperative learning model with *wordwall* support can raise students' motivation to learn. This approach fosters an engaging, enjoyable classroom environment and promotes strong student participation. Evidence for this improvement appears in the progressively higher scores from observations of student motivation across cycles: motivation was categorized as low in the first cycle, improved to good in the second cycle, and reached very good in the third cycle. Therefore, the *STAD* cooperative model assisted by Wordwall is effective in enhancing students' motivation in Indonesian language lessons.

INTRODUCTION

Education in the twenty-first century demands that teachers develop instructional strategies that go beyond students' academic performance alone, but also cultivate their motivation to learn, active involvement, and ability to work collaboratively. Meaningful learning takes place when students are actively engaged throughout the educational process, allowing them to maximize the growth of their knowledge, skills, and overall potential. For this reason, choosing suitable teaching models along with innovative instructional media has become a critical factor in enhancing educational quality, especially at the primary school level.

Learning motivation is widely recognized as one of the most influential factors in determining students' academic success. According to Mazidah (2024), learning motivation can be defined as an internal impulse that drives students to participate in learning activities, maintains their involvement throughout the educational process, and channels their efforts toward accomplishing specific academic objectives. Students with strong learning motivation are generally more willing to participate in classroom discussions, ask questions, complete assignments responsibly, and demonstrate greater persistence when encountering learning challenges.

Motivation occupies a central position in the process of learning Indonesian at the elementary level, since it is closely tied to how well students grasp instructional material and build their language competencies. As noted by Halik (in Musfirah et al., 2025), the ultimate goal of language instruction is to strengthen learners' capacity to communicate effectively in both spoken and written forms. Nevertheless, classroom practices that continue to rely heavily on lecture-based delivery frequently leave students disengaged and prone to boredom, which in turn diminishes their enthusiasm for learning.

Preliminary observations conducted in Grade V at UPTD SD Negeri 79 Parepare, as outlined in this thesis, revealed that student motivation remains at a fairly low level. A number of students demonstrated limited participation during lessons, showed hesitation in posing questions or sharing their views, and displayed minimal engagement when completing tasks. Furthermore, the teacher-centered nature of instruction restricted meaningful interaction among students from developing as it should.

There is a discrepancy between the intended learning outcomes and what actually occurs in practice within the classroom. Students' motivation to learn is shaped by both internal and external influences, one of which is the instructional approaches teachers employ. When teachers foster an engaging learning environment and encourage active student participation, learners' motivation tends to rise, which in turn positively affects their academic performance.

One instructional approach that can be implemented to address these challenges is the *STAD* cooperative learning model. According to Hakim *et al.* (2023) stated that *STAD* is a model that encourages each other and helps each other in understanding the subject matter and achieving optimal learning outcomes.

The application of the *STAD* model can be combined with the use of digital learning media such as *wordwall*. According to Sari (2023), the use of technology-based learning media can increase students' attention, interest, and involvement in the learning process. *Wordwall* provides a variety of interactive activities in the form of educational games that make learning more interesting while providing a fun learning experience.

Previous research has consistently found that the *STAD* teaching model enhances student engagement and academic performance. Likewise, interactive media have been shown to boost learners' motivation by offering experiences that are more varied than traditional instruction. Nevertheless, studies specifically examining the combination of *STAD*-style cooperative learning with *wordwall* to raise motivation among elementary pupils—particularly in Indonesian language lessons for Grade 5 at UPTD SD Negeri 79 Parepare—remain scarce.

Based on these conditions, this study is focused on the application of a *STAD*-type cooperative learning model assisted by *wordwall* as an effort to increase student learning motivation. The combination of group collaboration and interactive digital media is expected to be able to create more active, fun, and student-centered learning so that it can increase their enthusiasm for learning.

The aim of this study is to examine how implementing a *STAD*-style cooperative learning approach, supported by *Wordwall*, affects the motivation to learn among fifth-grade students at UPTD SD Negeri 79 Parepare. The research also seeks to document shifts in students' classroom behaviors during lessons and to evaluate the effectiveness of interventions applied in each cycle of the study.

Findings from this research are expected to enrich cooperative learning literature and demonstrate practical uses of digital tools in primary education. From a practical standpoint, the study aims to offer teachers guidance on selecting effective instructional models and media to boost student motivation, and to inform schools as they design innovative, 21st-century-aligned learning experiences.

LITERATURE REVIEW

STAD Type Cooperative Learning Model

The learning model has a very important role in designing, managing, and directing the course of the teaching and learning process so that it can take place effectively, efficiently, and in a directed manner. According to Mirdad (2020), the learning model can be understood as a specially prepared planning with structured stages to be used in learning activities.

The cooperative learning model is a model that emphasizes cooperation between students in solving problems, as an effort to apply knowledge and skills to achieve learning goals. According to Norsandi & Alfrid (2022), the cooperative learning model is a conceptual foundation that directs various learning activities of students in certain groups to achieve the learning goals that have been set.

Learning through the *STAD* approach is a form of cooperative learning that focuses on student-to-student interaction to encourage and assist one

another in understanding the material. Situmeang *et al.* (2024) describe the *STAD* method as one that allows learners the freedom to consult their teammates about topics they find difficult. The core purpose of *STAD* is to foster peer support so students can collectively master the skills presented by the instructor. As for the steps, according to Maskuro (2025), the implementation of *STAD* begins with the delivery of material by teachers, then students are divided into groups consisting of members with diverse academic abilities. Furthermore, each group works together to study the material and help each other if there are members who have difficulties. After the discussion activity is completed, students take an individual quiz or evaluation, then the results are accumulated as group scores and followed by giving awards to the group that gets the best results.

Characteristics are uniqueness or special properties that are inherent in an object. According to Syam (2022), the main characteristics of *STAD* according to it lie in the existence of teamwork, individual responsibility, positive interaction between students, and appreciation for group achievements. Through these characteristics, students not only learn to understand the subject matter, but also develop communication skills, leadership, tolerance, and a sense of responsibility. Thus, *STAD* is able to create a collaborative and competitive learning atmosphere in a healthy manner.

In addition to having various advantages, *STAD* also has several limitations. According to Wulandari (2022) stated that the *STAD* model also has several weaknesses, including many students feel confused because they are not used to learning in a group system, the process takes a long time for both teachers and students, requires special skills from teachers, and requires a certain attitude from students, especially the willingness to cooperate.

WORDWALL Learning Media

Learning media is an important tool that helps teachers present lesson material and capture students' attention, emotions, and motivation, so the learning process can run effectively. Fadilah *et al.* (2023) state that learning media is a tool used to support teachers in the classroom teaching and learning process.

Wordwall is a web-based learning application that integrates game elements as an interactive learning and evaluation medium. Wulandari (2022) stated that *wordwall* is a website platform that integrates game elements into the learning process. This application functions flexibly as an instructional medium, reference resource, and interactive online evaluation instrument. There are various educational game formats available, such as quizzes, crossword puzzles, and grouping activities designed to increase student engagement.

In the learning process, *wordwall* not only functions as a medium for delivering material, but also as an evaluation tool that can provide feedback quickly. Teachers can use the results of students' work to find out their level of understanding of the material being studied. Thus, the use of *wordwall* has the potential to increase learning effectiveness while motivating students to participate more actively. However, the use of *wordwall* also has some limitations according to Mujahidin *et al.* (2021) with the potential for cheating and limited

letter arrangements, making activities takes a long time and is visual so limited to the sense of sight.

Learning Motivation

Learning motivation is an essential element in the learning process. According to Maesaroh (2022), motivation is an internal drive that encourages individuals to engage in activities in order to achieve specific goals. It can also be viewed as a condition that energizes a person to reach the expected outcomes.

Student motivation for learning does not arise spontaneously; it is shaped by a range of internal and external influences. Hamidah and Barus (2021) explain that these influences fall into two main categories: internal and external factors. Internal factors include students' physical and psychological conditions, their abilities, and the degree of attention they give to learning, while external factors involve the teacher's role in the learning process, the availability of learning facilities, and the surrounding environment.

The indicators of learning motivation identified by Uno (2021) include: (1) a strong wish and determination to achieve, (2) internal drives and necessities that prompt learning, (3) aspirations and long-term goals, (4) perceived rewards associated with learning, (5) engaging and stimulating learning activities, and (6) a supportive and conducive learning environment.

Within the scope of this research, integrating a STAD-type cooperative learning approach with Wordwall-based media is projected to improve learners' motivation by promoting collaboration and interactive practice. Collaboration between group learning activities and interactive digital media can create an interesting, fun learning atmosphere and foster students' active participation. Thus, students not only gain a better understanding of the material, but are also encouraged to learn with greater enthusiasm and confidence.

METHODOLOGY

Research Design

This study employs a qualitative methodology in the form of Classroom Action Research (CAR). According to Halik *et al.* (2023) qualitative approach is closely related to the activities of students and teachers when carrying out the learning process. This type of research does not utilize statistical methods, but emphasizes aspects of quality, value, and data collection. CAR is applied here as a systematic, cyclical, and reflective set of interventions aimed at progressively enhancing the quality of teaching and learning.

Location and time of the study

The research was carried out at UPTD SD Negeri 79 Parepare which is located on Jalan T. M. Pahlawan No. 1C, Sumpang Minangae Village, West Bacukiki District, Parepare City, South Sulawesi Province. The research was carried out in the even semester of the 2025/2026 Academic Year. The research setting was chosen based on initial findings showing students had low motivation and that STAD-style cooperative learning had not been applied effectively.

Research Subject

The study involved one fifth-grade teacher and 25 fifth-grade students at UPTD SD Negeri 79 Parepare (12 boys and 13 girls). All pupils participated in the intervention because the research sought to enhance learning motivation by implementing a *STAD*-style cooperative learning model supported by Wordwall during classroom instruction.

Data Collection Techniques

1. Observation: directly observing teacher and student activities, including students' learning motivation during lessons that use the *STAD* cooperative learning model supported by *wordwall*.
2. Reflection, which is the stage of reviewing, evaluating, and analyzing the results of actions and observations that have been made. At this stage, the researcher identifies the factors that become successes and obstacles during the learning process as this serves as the foundation for implementing improvements in the subsequent cycle.

Data Collection Instruments

1. Learning Process Observation Sheet: The learning process observation sheet is a research instrument used to systematically observe and record activities that occur during the learning process.
2. Learning Motivation Observation Sheet: Learning motivation observation sheet is a research instrument used to observe students' motivation levels during the learning process.
3. Reflection Sheet: Reflection sheets are used as qualitative evaluation instruments that are filled out by teachers after the learning process in each cycle.

Data Analysis Techniques

1. Data Condensation: At the data condensation stage, the researcher selects, simplifies, and groups the data obtained during the implementation of actions in each cycle.
2. Data Presentation: The data presentation stage is carried out by systematically compiling condensation data so that it is easy to understand and analyze.
3. Conclusion Drawn: The conclusion drawing stage is carried out based on the results of the data analysis that has been presented.

Success Indicators

The research was declared successful if the learning process by applying the *STAD*-type cooperative learning model assisted by *wordwall* was carried out with a good category, which reached a minimum of 76% of the implementation of learning steps. In addition, student learning motivation is declared to increase if it reaches a minimum percentage of 65% with a good category according to the criteria that have been set.

RESULT AND DISCUSSION

Respondent Profile

The respondents in this study were 25 students in class V UPTD SD Negeri 79 Parepare who were the subjects of class action research (PTK). The composition of the respondents consisted of 12 male students and 13 female students. In addition, the study involved 1 class V teacher who acted as an observer during the process of implementing the action.

Table 1: Respondent Profiles by Gender

No.	Business Category	Number of Students	Percentage (%)
1	Male	12	48%
2	Women	13	52%
Total		25	100%

Source: processed data (2026)

Table 1, it is known that the number of respondents in this study is relatively balanced between male and female students, with a proportion of 52% female and 48% male. All respondents were grade V students who participated in Indonesian language learning in command sentence material with the application of a *STAD*-type cooperative learning model assisted by *wordwall*.

Analysis of Student Learning Motivation after the Implementation of the Wordwall-Assisted STAD Type Cooperative Learning Model

The research data showed an increase in student learning motivation after the application of the *STAD*-type cooperative learning model assisted by *WORDWALL* in the learning of Indonesian command sentence material. Based on the results of observations in cycle III, students' learning motivation reached the Very Good category with a percentage of 84%, an increase from 53.55% in cycle I and 65.82% in cycle II.

Table 2: Indicators of Success (Scale 1-5)

No.	Category	Score/Percentage	Category
1	Student Learning Motivation Cycle I	53,55%	Lack of Motivation
2	Motivation to Study Students Cycle II	65,82%	Good Motivation
3	Student Learning Motivation Cycle III	84%	Excellent Motivation
Motivation to Learn After Action		84%	Excellent Motivation

Source: processed data (2026)

Table 2 shows that learning motivation improved across the research cycles. Student motivation rose from 53.55% in Cycle I to 65.82% in Cycle II, and reached 84.00% in Cycle III. This upward trend suggests that the progressive

interventions implemented were effective in boosting students' interest, participation, and engagement during lessons.

Student Learning Motivation After the Implementation of the Wordwall-Assisted STAD Type Cooperative Learning Model

This section describes the level of student learning motivation after the application of the Student Teams Achievement Divisions (*STAD*) type cooperative learning model assisted by *wordwall* in Indonesian language learning in class V UPTD SD Negeri 79 Parepare.

Table 3: Increased Student Learning Motivation

No.	Categories of Learning Motivation	Number of Students	Percentage (%)
1	Excellent Motivation	20 students	80%
2	Good Motivation	5 students	20%
3	Enough Motivation	0 students	0%
4	Lack of Motivation	0 students	0%
5	Very Lack of Motivation	0 students	0%

Source: processed data (2026)

Data from the Cycle III observations showed that the largest proportion of students 80% (20 students) fell into the Very Good Motivation category, while the remaining 20% were classified as Good Motivation. No students were placed in the sufficient, lacking, or very lacking categories. These findings suggest that implementing the *STAD* cooperative learning model with Wordwall support effectively enhanced student motivation. The interactive Wordwall activities, combined with group discussions and recognition/reward elements within the *STAD* framework, encouraged greater student engagement, confidence, and participation, enabling the study's success criteria to be met.

Recapitulation of the Relationship between the Application of the Wordwall-Assisted STAD Model and Student Learning Motivation

Table 4: Relationship between the Application of the Wordwall-Assisted *STAD* Model and Student Learning Motivation

Implementation Success Rate	Cycles	Percentage of Learning Motivation	Category: Motivasi
Enough	Cycle I	53,55%	Lack of Motivation
Good	Cycle II	65,82%	Good Morivation
Excellent	Cycle III	84%	Excellent Motivation

Source: processed data (2025)

Table 4 The recapitulation shows that there is a positive relationship between the quality of the implementation of the *STAD*-type cooperative learning model assisted by *wordwall* and the increase in student learning

motivation. Learning motivation increased gradually in each cycle, from 53.55% in Cycle I to 65.82% in Cycle II and reached 84.00% in Cycle III.

The results of the study showed that the application of a cooperative learning model of the Student Teams Achievement Divisions (STAD) type assisted by *wordwall* was able to improve the learning process as well as the learning motivation of students in class V UPTD SD Negeri 79 Parepare in the Indonesian command sentence material. The increase was seen gradually in each cycle, where teacher activity increased from 66.66% in cycle I to 85.18% in cycle II and 94.44% in cycle III. Student activity also increased from 60.66% to 75.77%, then reached 90.44%, while learning motivation increased from 53.55% (poor category) to 65.82% (good category) and finally reached 84% (very good category). These results show that the implementation of *wordwall*-assisted STAD is able to create more effective, interactive, and student-centered learning.

The rise in students' motivation to learn is closely linked to the features of the STAD model, which promotes collaboration within mixed-ability groups, peer assistance, and collective accountability for team success. By using group discussions and peer tutoring, learners gain chances to pose questions, share perspectives, and support classmates who face challenges. This aligns with Hakim et al. (2023), who argue that the STAD approach fosters mutual encouragement among students, enabling them to attain better learning outcomes.

The incorporation of Wordwall significantly enhances students' motivation to learn. By employing interactive quizzes and game-like activities, instruction becomes more engaging, leading students to pay closer attention to lessons, take greater interest in learning, and feel more confident when responding to or posing questions. This aligns with Sari et al. (2023), who describe Wordwall as a web-based instructional tool that boosts student engagement through its interactive and appealing learning activities.

The development of students' learning motivation is evident in each action cycle. In the first cycle, there were still students who were passive, lacked confidence, and did not dare to express their opinions, so that learning motivation was in the category of lacking. After improvements were made through strengthening peer tutors, giving awards, and optimizing the use of *wordwall* in cycle II, learning motivation increased to the good category. Furthermore, in cycle III, teachers apply more varied strategies, provide motivation on an ongoing basis, use more attractive awards such as leaderboards, and involve students more actively so that learning motivation reaches the very good category.

The findings of the study also showed that motivational indicators such as attention to learning, courage to ask questions, participation in discussions, ability to work together, and independence in completing tasks experienced a significant increase. Almost all students showed high enthusiasm during the learning and were able to work together effectively in groups. This indicates that a combination of cooperative learning and educational digital media is able to create a learning environment that supports active student engagement.

However, the research process also encountered some challenges. At the beginning, some students remained passive in discussions and hesitated to share their views. In addition, teachers need to manage learning time effectively because the implementation of *STAD* requires quite long stages, starting from the delivery of materials, group discussions, the implementation of quizzes, to the awarding of awards. These barriers can gradually be overcome through more intensive mentoring, positive reinforcement, peer tutoring optimization, and rewarding that motivates students to participate more actively.

The findings of this study support those of Fisani et al. (2025), who reported that the *STAD* model enhances students' learning motivation when teachers effectively manage groups, provide appropriate rewards, and offer continuous guidance during instruction. Likewise, the present results align with Siregar et al. (2024), who found that applying *STAD* boosts students' activity, involvement, and participation, thereby fostering a more interactive, collaborative, and enjoyable learning environment.

Overall, using the *STAD*-type cooperative learning model with the support of Wordwall has been shown to effectively boost the learning motivation of Grade 5 students in Indonesian lessons focusing on command sentences. This effectiveness is reflected in the steady improvement of teacher performance, student engagement, and students' motivation across each cycle, ultimately meeting the predetermined success criteria. Therefore, the Wordwall-supported *STAD* approach can be recommended as an innovative teaching strategy that helps create an active, enjoyable, and efficient learning environment, while fostering higher levels of student participation.

CONCLUSIONS AND RECOMMENDATIONS

Based on the study's findings and subsequent discussion regarding the use of the Student Teams-Achievement Divisions (*STAD*) cooperative learning model enhanced with Wordwall for teaching Indonesian imperative sentences. material in class V UPTD SD Negeri 79 Parepare, several conclusions can be drawn as follows:

1. **There has been a significant increase in the learning process.** The application of the *STAD*-type cooperative learning model assisted by *wordwall* is able to improve the quality of the learning process. Students become more active in learning activities, participate in group discussions, help each other understand material, and show better interaction with teachers and classmates. The implementation of learning also takes place in a more structured, collaborative, and student-centered manner.
2. **Students' motivation to learn has increased.** The use of the *STAD* model combined with *wordwall* media succeeded in increasing students' learning motivation in command sentence material. This can be seen from the increased enthusiasm of students in participating in learning, the courage to ask and answer questions, the seriousness of completing assignments, and the spirit of healthy competition through group activities and game-based evaluations.

3. **The collaboration between STAD and Wordwall creates more engaging learning.** Learning activities that involve teamwork, awarding, and the use of interactive digital media are able to create a pleasant learning atmosphere so as to reduce student boredom. The combination encourages active engagement of learners and helps them understand the material better.
4. **The application of the Wordwall-assisted STAD model is effective as an innovative learning alternative.** Although its implementation requires time management, teacher readiness, and adequate facility support, this model has been proven to improve the learning process as well as students' learning motivation in Indonesian subjects in elementary schools.

Recommendations

Based on the results of the research, some recommendations that can be given are as follows:

1. **For teachers,** it is recommended to apply a STAD-type cooperative learning model assisted by *wordwall* as one of the innovative learning alternatives, while still paying attention to time management, classroom conditioning, and the selection of appropriate forms of rewards so that learning takes place effectively and interestingly.
2. **For schools,** it is expected to provide support for the use of innovative learning models through the provision of adequate facilities and infrastructure, including access to technology and networks that support the use of digital media such as *wordwall*.
3. **For future researchers,** it is recommended to develop research by combining STAD with other interactive learning media or applying it to different subjects, materials, and educational levels to obtain a broader picture of the effectiveness of the model on student motivation and learning outcomes.

FURTHER STUDY

Based on the results of the research on the application of the STAD-type cooperative learning model assisted by *wordwall* to increase the learning motivation of students in grade V UPTD SD Negeri 79 Parepare, the researcher put forward several suggestions that are expected to be a reference for the development of further research.

1. For Teachers and Education Practitioners: Further research can examine the application of the *wordwall*-assisted STAD-type cooperative learning model by focusing on improving other aspects, such as learning outcomes, critical thinking skills, collaboration skills, or student problem-solving skills. In addition, more effective time and class management strategies can be researched so that the implementation of STAD runs more optimally.
2. For Schools: Further research can explore the influence of school facilities and infrastructure support, such as the availability of technology devices and internet access, on the effectiveness of the use of digital media in

cooperative learning so that a more comprehensive picture of the factors supporting its successful implementation can be obtained.

3. For the Next Researcher: It is recommended to expand the scope of the research by applying a *STAD*-type cooperative learning model assisted by *wordwall* to different subjects, educational levels, or characteristics of students. Research can also use experimental designs or involve a wider sample to obtain stronger empirical evidence about the effectiveness of the model and its consistency of influence on motivation and learning quality.

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