



## Application of the Wordwall-Assisted ARIAS Model to Increase the Learning Motivation of Pancasila Education Students of UPTD SD Negeri 46 Parepare

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### ABSTRACT

This study investigated the implementation of the ARIAS (Assurance, Relevance, Interest, Assessment, Satisfaction) learning model supported by Wordwall to enhance fifth-grade students' motivation in Pancasila Education. Using a qualitative Classroom Action Research design, the study involved one teacher and 35 fifth-grade students. Data were gathered through observations, questionnaires, and documentation and analyzed over two action cycles. The results revealed that the implementation of ARIAS assisted by Wordwall improved the learning process from the fair category in Cycle I to the good category in Cycle II. Students' learning motivation also increased from the moderately high to the high category. The integration of ARIAS and Wordwall effectively enhanced classroom learning quality and students' learning motivation.

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## INTRODUCTION

Modern education in the 21st century requires student-oriented teaching methods, through active and meaningful learning activities, supported by the use of technology. The role of educators has now shifted from the main information provider to the facilitator who guides students in constructing understanding through learning experiences (Rimadia et al., 2025). In line with the Indonesian Minister of Education Regulation No. 1 of 2026 concerning Standards for Early Childhood Education, Primary Education, and Secondary Education, the learning process should be held by supporting the principle of mutual dignity through the development of thought, heart, taste, and sports in a holistic and comprehensive manner. In addition, learning must be based on principles that are aware, meaningful, and encouraging.

Learning motivation is a key factor in learning success because it helps students develop commitment, perseverance, and enthusiasm for learning Pancasila (Fernando et al., 2024; Manaf & Khotimah, 2022). The low motivation of students to learn is influenced by various factors, both from within themselves and from the environment. Some of these factors include a lack of interest in learning, the use of less varied learning models, and the lack of optimal use of learning media (Rambe & Nukman, 2025).

Based on the results of observations made on January 22, 2026 in class V UPTD SD Negeri 46 Parepare, several problems were found that during the learning process, some students did not pay attention to the teacher's explanations, rarely responded, and showed a passive attitude. In addition, when learning lasts for a long time, some students are seen starting to talk to their classmates and lack focus on the material presented. In terms of learning implementation, the activities carried out are still not varied and the use of interactive learning media is not optimal, so that student involvement in learning is not optimal. The findings were then strengthened through the results of interviews with grade V teachers, information was obtained that student involvement in learning was still not optimal, which was shown through the low response of students in answering questions and passive tendencies during learning activities. The teacher also said that students easily lose focus when learning lasts for a long time.

One of the efforts that can be made to overcome these problems is to apply the ARIAS (Assurance, Relevance, Interest, Assessment, Satisfaction) learning model. This model is seen as an approach that is able to increase learning motivation through strengthening confidence, relating material to real life, fostering interest in learning, providing assessments, and providing reinforcement to learning outcomes (Rahmawati et al., 2020). The application of the ARIAS model combined with the media *Wordwall*, which is a game-based interactive learning media that is able to create more interesting learning, increase participation, and encourage active involvement of students in learning Pancasila Education (Kurnia et al., 2024).

The selection of the ARIAS model is based on its suitability with the problems found in the classroom. The low activity of students can be overcome through the Assurance component that fosters confidence. The lack of material

connection to real life can be overcome through the Relevance component. In addition, the low interest and attention of students can be increased through the Interest component, while Assessment and Satisfaction play a role in providing feedback and strengthening learning outcomes.

A number of previous studies have revealed that the ARIAS model has a positive impact on improving student learning outcomes ((Fadil et al., 2022; Fuada et al., 2025) while the media *Wordwall* proven to be able to increase students' motivation to learn (Hafinda et al., 2025). However, studies that combined the ARIAS model with *Wordwall* in learning Pancasila Education in elementary schools with a focus on increasing learning motivation through Classroom Action Research is still limited. Based on these findings, this study presents a novelty through the integration of the ARIAS model and the media *Wordwall* as an innovative learning strategy. The integration of these two components is designed to support the increase of students' learning motivation in Pancasila Education subjects.

Based on the above description, the purpose of this study is to describe the application of the Wordwall-assisted ARIAS model and analyze the increase of students' learning motivation in the Pancasila Education subject class V UPTD SD Negeri 46 Parepare. The results of the research are expected to offer different ways for teachers to apply more creative, interesting, and focused teaching methods that are centered on the needs of students and involve them more actively in the learning process so as to increase learning motivation and learning quality of Pancasila Education.

## LITERATURE REVIEW

*Learning model ARIAS (Assurance, Relevance, Interest, Assessment, Satisfaction)*

As a development of the existing learning motivation approach, the ARIAS learning model (*Assurance, Relevance, Interest, Assessment, Satisfaction*) designed to enhance the ARCS model (*Attention, Relevance, Confidence, Satisfaction*) which was originally formulated by John M. Keller. The improvement is carried out by adding the *Interest* and *Assessment* so that the learning process can optimally increase student motivation through a more meaningful learning experience (Fadil et al., 2022). The ARIAS learning model has five main elements which include *Insurance* (confident), *relevance* (material relationship with real life), *interest* (interest in learning), *assessment* (assessment), and *satisfaction* (strengthening learning outcomes). All of these components are designed to create a learning process that is able to encourage increased student learning motivation (Rahmawati et al., 2020).

The ARIAS learning model emphasizes the motivational aspect as the basis for an effective learning process. According to (Ginting & Stephanie, 2021) This learning model is developed through five main components that are interrelated, namely *Assurance, Relevance, Interest, Assessment, and Satisfaction*, which together function to encourage student involvement during learning.

Steps to implement the learning model ARIAS includes five main components that are carried out in a structured manner in learning activities according to (Sianturi et al., 2023) Among others:

1. *Assurance* : Educators start learning activities with greetings and appreciation, convey learning indicators, review material that has been studied previously, ask some triggering questions, and provide motivation with clear explanations to foster students' confidence and attention.
2. *Relevance* : Students are divided into small groups, discuss questions related to daily life, exchange results of discussions between groups, and work together so that the whole group actively participates.
3. *Interest* : Students present the results of the discussion to the original group by utilizing learning media to increase interest and learning engagement.
4. *Assessment* : Educators provide observation tasks, facilitate self-assessment, make observations during presentations, and provide feedback on student performance.
5. *Satisfaction* : Educators give verbal and nonverbal rewards and reinforcement for the success of individuals and groups, then close the learning with material conclusions.

#### *Media Wordwall*

Interactive learning media is one of the important innovations in improving the quality of the learning process. Wordwall is a game-based digital learning media that provides a variety of interactive activities to support the learning process. This media allows teachers to present evaluations in an interesting way and provide direct feedback to students so that they can increase participation and motivation to learn (Kurnia et al., 2024). In this study, Wordwall was used as a supporting medium at the *assessment* in the ARIAS learning model.

#### *Learning Motivation*

Learning motivation refers to the internal and external influences that encourage students to engage in educational activities to achieve their learning goals. This condition is crucial for building active engagement in the learning experience among students. Motivation comes from Latin *move* which means the drive or drive in the individual to achieve a certain goal. In the context of education, learning motivation is defined as the internal drive that students have to achieve learning goals, such as understanding the subject matter and developing their learning skills (Marsabila et al., 2022).

The existence of learning motivation in students can be known through a number of indicators that appear in the learning process. Learning motivation is measured through six aspects, namely desire and desire to succeed, learning motivation and needs, future aspirations and expectations, appreciation in learning, interesting learning activities, and a conducive learning environment. These six indicators show the importance of motivation as a factor that affects students' enthusiasm, attention, and active participation throughout the learning process (One, 2021)

This research departs from the problem of low learning motivation of students which is reflected in the lack of involvement in learning, low attention to teachers' explanations, and the lack of optimal use of interactive learning

media. To overcome this condition, the ARIAS learning model supported by *Wordwall* media was applied. Conceptually, the application of the *Assurance, Relevance, Interest, Assessment, and Satisfaction* components supported by *Wordwall* media is expected to be able to improve the quality of the learning process so that it has an impact on strengthening students' learning motivation in Pancasila Education learning.

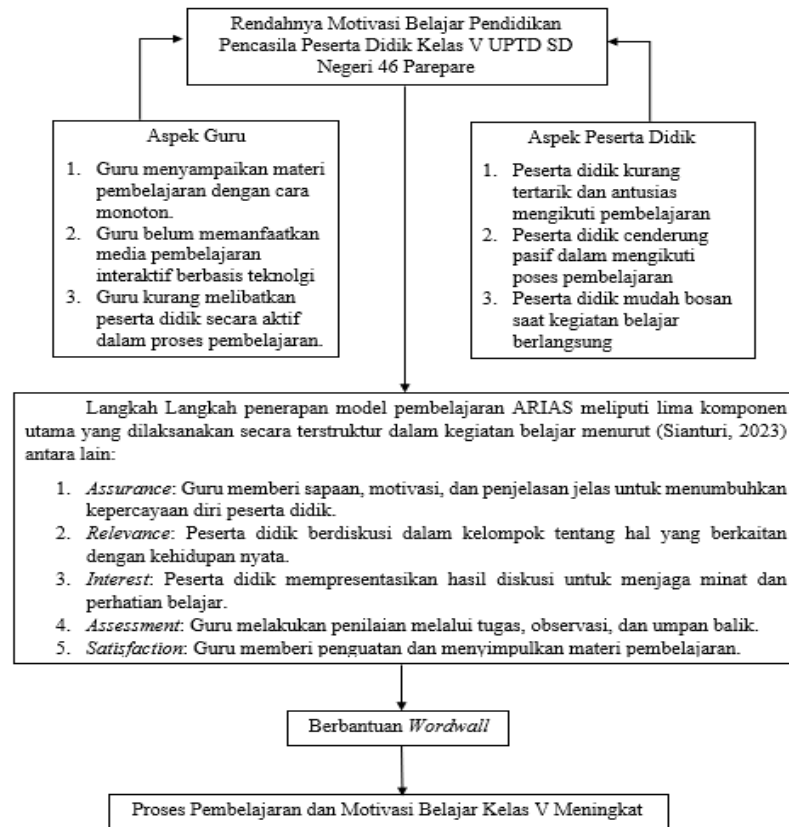


Figure 2.1. Framework Scheme

## METHODOLOGY

This research approach uses a qualitative approach with type of Classroom Action Research (PTK) which is oriented towards efforts to improve the quality of the learning process through actions that are carried out systematically and reflectively in each cycle (Arikunto et al., 2019). The research was carried out in the even semester of the 2025/2026 school year in class V UPTD SD Negeri 46 Parepare. The research subjects consisted of 1 classroom teacher and 35 class V students consisting of 18 male students and 17 female students. All students are made the subject of research because PTK focuses on improving the learning process in the classroom that is the target of action. The implementation of the research was carried out in two cycles with reference to the Kemmis and McTaggart models, which included the stages of planning, implementation of actions, observation, and reflection.

In this study, data was obtained by utilizing three data collection techniques, namely observation, questionnaire, and documentation. Observation

techniques were used to assess the implementation of learning and the activities of teachers and students during the implementation of the ARIAS learning model assisted by Wordwall. Furthermore, the data was analyzed qualitatively by applying the Miles and Huberman model, which included data condensation, data presentation, and conclusion withdrawal and verification. The success rate of the learning process refers to the criteria put forward by Djamarah & Zain (Bunga et al., 2024), i.e. the study is considered successful if all steps of the ARIAS model are carried out with Good qualifications (76%-100%). Meanwhile, the success of students' learning motivation is measured through a table of learning motivation success levels compiled from the distribution of the frequency of the total score of a 24-item questionnaire using a 4-point Likert scale.

## RESULTS AND DISCUSSION

In Cycle I, the application of the ARIAS (Assurance, Relevance, Interest, Assessment, Satisfaction) learning model assisted by the media *Wordwall* began to have an impact on students' learning motivation in Pancasila Education subjects. Students show increased interest in the teaching-learning process when the material is linked to everyday experiences, given space to express opinions, and when Wordwall media is used on assessments. However, some students still lack focus during learning, are not active in group discussions, lack confidence when expressing opinions, and have not yet active participation in group discussions. In addition, there are still students who have not succeeded in answering questions in the assessment using *wordwall*. This condition shows that students still need a process Adjustments to implementation ARIAS assisted learning model *Wordwall*. These findings are in line with opinion (Ginting & Stephanie, 2021) that the ARIAS model is able to increase students' confidence, interest in learning, and engagement through five through five integrated learning components.

Based on the results of observations in Cycle I, teacher activities and student activities are still in the sufficient category, while students' learning motivation based on the results of the questionnaire is in the fairly high category with an average percentage of 57%. These results show that the indicators of research success have not been met, so the research is continued to Cycle II by making improvements at each stage of learning, especially in guiding group discussions, increasing student activity, and optimizing the use of *Wordwall media* as an interactive assessment.

In Cycle II, the application of the media-assisted ARIAS learning model *Wordwall* show more optimal results. Students become more active in participating in learning, dare to answer questions, work together in completing group assignments, and are more confident when expressing opinions. Use of Wordwall media at the level *assessment* It also makes students more enthusiastic about participating in evaluations so that the learning atmosphere becomes more interesting and fun. The improvements made based on the results of reflection in Cycle I have an impact on improving the quality of the learning process and the involvement of students in each stage of the ARAS model. This result is in accordance with the opinion (Mukhoyyaroh et al., 2020) which states that the

ARIAS model is able to increase activeness, encourage students to continue to develop their abilities, foster motivation to compete healthily, and increase confidence in learning.

Based on the data from observations in Cycle II, the activities of teachers and students showed good qualifications, while the students' learning motivation increased to 77% with a high category. The increase can be seen from the enthusiasm of students during learning, activeness in discussion, courage to express opinions, and involvement in assessment activities using *Wordwall*. With the achievement of indicators of process success and results, this class action research was stopped in Cycle II because the research objectives had been achieved.

Based on the results obtained in Cycle I and Cycle II, it can be concluded that the application of the media-assisted ARIAS learning model *Wordwall* able to improve the learning process and learning motivation of class V students in the Pancasila Education subject. The increase is shown by the improvement of teacher and student activities during learning and the increase in learning motivation from the fairly high category to the high category. The results of this study support Fuada et al. (2025) and Fadil et al. (2022) which concludes that the ARIAS model has a positive impact on student involvement in the learning environment. In addition, the research (Hafinda et al., 2025) also shows that the media *Wordwall* able to increase learning motivation through interactive and fun learning activities. Thus, the application of the media-assisted ARIAS learning model *Wordwall* can be an effective learning alternative to increase students' learning motivation in Pancasila Education subjects.

The implementation of the ARIAS learning model assisted by *Wordwall* media has been proven to increase students' learning motivation in participating in Pancasila Education learning. The increase occurred because each component of ARIAS was applied systematically during the learning process. The *assurance* component helps to foster students' confidence to participate in learning activities, *relevance* connects the material with daily life so that learning becomes more meaningful, while *interest* encourages students to be more active and enthusiastic in learning. In addition, the *assessment* component supported by *Wordwall* media provides an interesting evaluation experience, while *satisfaction* through giving appreciation is able to strengthen students' motivation to continue learning. These findings show that learning motivation does not only depend on the use of learning media. Success in building motivation is also influenced by the application of a learning model that is able to meet the learning needs of students.

The research findings are in line with the theory of the ARIAS model which places the development of confidence, material linkage, interest, assessment, and satisfaction in increasing students' learning motivation (Rahmawati et al., 2020). Through the application of these five components, it creates a more active, interactive, and student-oriented learning atmosphere as the center of learning activities. Media use *Wordwall* at the level *assessment* It also provides variety in the evaluation process so that students are more excited to complete assignments and show better engagement during learning. This

condition supports the opinion of Kurnia et al. (2024) that *Wordwall* able to increase participation and motivation to learn through interactive learning activities.

The results of this study are in line with and at the same time expand on the findings of previous research. Previous studies have shown that the application of the ARIAS model can increase students' motivation and active participation in learning (Fadil et al., 2022) and be able to create more active and meaningful learning (Fuada et al., 2025). On the other hand, Hafinda et al. (2025) explains that the media *Wordwall* able to present a more enjoyable learning experience so as to encourage increased student learning motivation. In contrast to previous studies that generally examined the ARIAS model or the media *Wordwall* Separately, this study integrates the two in learning Pancasila Education through Classroom Action Research so as to provide an alternative to more innovative learning strategies.

The increase in students' learning motivation is not only due to the use of *Wordwall* media as a means of evaluation, but also by the consistent application of the ARIAS model syntax at each learning stage. The integration of models and media is able to provide a more interesting, meaningful, and encouraging active participation of students at every stage of learning. Therefore, this research provides a practical contribution for elementary school teachers, especially in learning Pancasila Education, as a reference in implementing learning that is able to increase learning motivation through the use of innovative learning models and digital learning media.

## CONCLUSIONS AND RECOMMENDATIONS

### *Conclusion*

Based on the formulation of the problem and the results of the research implementation, it can be concluded that:

1. The application of the ARIAS (*Assurance, Relevance, Interest, Assessment, and Satisfaction*) learning model assisted by *Wordwall media* has been proven to be able to improve the quality of the learning process of Pancasila Education about recognizing regional characteristics in grade V students of UPTD SD Negeri 46 Parepare.
2. The application of the ARIAS (*Assurance, Relevance, Interest, Assessment, and Satisfaction*) learning model assisted by *Wordwall media* can increase students' motivation to learn in the Pancasila Education subject about getting to know the characteristics of the region in class V of UPTD SD Negeri 46 Parepare.

### *Recommendations*

Based on the findings of this study, several recommendations can be conveyed as follows:

1. For teachers, the implementation of the ARIAS learning model assisted by *Wordwall media* is recommended as one of the learning approaches because it has been proven to increase students' motivation to learn. Therefore, teachers are expected to make these models and media as one of the solutions

to design learning by adapting them to the characteristics of the material and the needs of students.

2. For schools, continuous support for teachers is needed in an effort to improve the quality of learning. This support can be realized through the provision of facilities and encouragement to implement innovative learning models that can create more active learning and increase students' motivation to learn.
3. For future researchers, the results of this research are expected to be a reference in developing research related to the ARIAS learning model and the use of *Wordwall media*. Further research can be carried out on materials, education levels, or other variables to obtain broader and in-depth findings.

### FURTHER STUDY

The scope of this research still has a number of limitations. The research activity was only carried out by involving one class with a limited number of participants and focused on increasing students' learning motivation in learning Pancasila education. In addition, the study only tested the application of the ARIAS learning model powered by *Wordwall* over two cycles, making it impossible to draw conclusions about the long-term effects on students' learning motivation.

For further research, it is recommended to expand the application of the ARIAS learning model supported by *Wordwall* in a wider range of subjects, at different levels of education, or with larger groups, and to investigate its influence on other variables such as learning outcomes, critical thinking skills, or learners' ability to collaborate.

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