

INTEGRATING HEUTAGOGY APPROACH AND WORDWALL MEDIA IN HOLIDAY CONVERSATION LEARNING TO IMPROVE LEARNING INDEPENDENCE STUDENTS

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ABSTRACT

The purpose of this study is to describe how the integration of the heutagogy approach and the digital media Wordwall can encourage independent learning in grade V ICP students. This study uses a descriptive qualitative method with data collection techniques through observation, documentation, and in-depth interviews with key informants namely the English teacher of grade V ICP, one student with a high level of learning independence, and one student with a medium low level of learning independence. The results show that the application of Wordwall in Holiday conversation learning provides space for students to learn flexibly, choose activities according to their needs, access materials independently, and conduct self-evaluations based on the results displayed automatically by the system. In addition to increasing learning engagement, Wordwall also forms a reflective attitude and student initiative in learning, thereby encouraging the growth of independent learning in line with the principles of heutagogy. This study recommends the integration of pedagogical strategies and digital media as an effective learning approach in building the character of independent learners from an early age.

Keywords: *English Language Learning, Heutagogy, Holiday Conversation, Learning Independence, Wordwall.*

INTRODUCTION

In the ever evolving digital era, the learning paradigm is undergoing a significant shift from a teacher-centered approach to a learner centered one. 21st-century education demands a transformation in the teaching and learning process that focuses not only on mastery of material but also on developing critical thinking, creativity, collaboration, and communication skills. In this context, students' ability to learn independently is one of the main indicators of educational success. Learning independence reflects not only independence in completing assignments but also includes the ability to set learning goals, manage time, actively seek information, and reflect on one's own learning process (Sufraini et al., 2024). English language learning today is increasingly oriented toward student-centered and technology-supported approaches in response to the demands of 21st-century skills. However, in elementary school contexts, instruction often remains dominated by conventional, teacher-centered practices that emphasize memorization and limit students' learning independence and active engagement. This condition highlights the need for innovative pedagogical approaches and

interactive digital media to support more autonomous and meaningful English language learning.

The development of digital technology has provided a variety of learning media that can be utilized to support a more interactive and meaningful learning process. The use of technology in learning is not only intended to replace conventional methods but also as a means to develop richer and more personalized learning experiences. The use of digital media, such as interactive learning applications, allows students to learn at their own pace, explore content more freely, and receive immediate feedback (Dhaifi et al., 2024). Within this framework, it is crucial for teachers not only to integrate technology but also to choose the right pedagogical approach so that the technology truly supports autonomous and reflective learning processes.

In reality, many elementary school students still struggle to develop independent learning, particularly in learning English as a foreign language. One of the main challenges students face is the lack of active engagement in the learning process, which emphasizes understanding context and functional language use. English dialogue learning activities, for example, are often mechanical and do not engage students in authentic and enjoyable learning experiences. Learning that focuses too much on memorization or repetition of texts tends to stifle students' creativity and does not provide space for them to develop learning initiatives.

This phenomenon is exacerbated by the lack of engaging and relevant learning media for students. In the context of teaching the topic "Holidays," which is part of the English curriculum, many teachers still rely on conventional lecture and practice methods. As a result, students tend to be passive, unenthusiastic, and fail to demonstrate significant development in independent learning. They rely solely on teacher instructions and lack the initiative to explore the material independently (Nurastanti & Ratnaningrum, 2025). This highlights the urgent need to design learning strategies that can stimulate student motivation and provide a more participatory and meaningful learning experience.

According to data from various classroom evaluations and teacher observations, more than half of elementary school students have not demonstrated optimal indicators of independent learning, especially in English. Most students still tend to wait for teacher instructions, are reluctant to try speaking English without

direct guidance, and show a high dependence on textbooks (Nurastanti & Ratnaningrum, 2025). Students also often have difficulty understanding vocabulary in everyday conversational contexts such as the theme "Holiday," which should be introduced through more applicable and enjoyable media. This indicates the need for pedagogical interventions that can not only improve language proficiency but also develop independent and reflective learning attitudes.

To address these challenges, teaching materials and approaches relevant to the characteristics of 21st-century students are needed. The topic of "Holidays" in English learning is contextual and relevant to students' lives. This topic covers vocabulary, sentence structure, and expressions used in holiday situations, all of which can be presented in an engaging way through digital media (Nurastanti & Ratnaningrum, 2025). One such promising medium is Wordwall, an interactive learning platform that allows teachers to create various types of educational games such as quizzes, word matching games, crosswords, and other interactive exercises. This medium can provide a fun and challenging learning experience, encouraging students to actively participate and learn independently (Ningrum et al., 2024).

In its application, Wordwall media can be combined with the heutagogy approach, a learning approach that emphasizes the learner as the primary manager of their own learning process. The heutagogy approach was developed by Stewart Hase and Chris Kenyon in the early 2000s, in response to the need for more flexible, personalized education based on authentic learning experiences (Asri et al., 2024). Heutagogy encourages students to design their own learning goals, choose appropriate learning methods, and reflect on their achievements and learning process. This approach is highly relevant for English language learning that emphasizes communication skills, as it encourages students to actively seek, try, and evaluate effective language methods according to the context in which they are learning.

Based on preliminary observations conducted at school, specifically among 24 fifth-grade students in the International Class Program (ICP), it was found that English language learning, particularly Holiday conversation, has not fully developed students' potential for independent learning. Teachers tend to dominate the classroom, while students are not yet accustomed to taking the initiative to learn

outside of teacher instruction. Furthermore, learning activities tend to be monotonous and lack digital exploration, even though the potential for using technology-based media is quite open given the availability of adequate devices and the school's internet network. Observations also showed that some students showed interest in interactive educational digital games, but the learning media used in class did not yet facilitate this need. Students often feel more enthusiastic when learning is packaged in the form of games, interactive quizzes, or activities that involve visual and audio elements. Unfortunately, this potential has not been optimally utilized in the process of learning English dialogue, including on the Holiday topic. This presents an important gap for integrating Wordwall media with a heutagogical approach in order to create engaging, interactive learning and encourage the growth of student independent learning.

Based on this background, this study aims to describe and analyze how the integration of the Heutagogy approach with Wordwall media in Holiday conversation learning can improve the learning independence of fifth-grade ICP students. This study is expected to contribute to the development of innovative and student-centered learning strategies, as well as become a reference for teachers in managing more effective and enjoyable English learning.

MATERIALS AND METHOD

The research method used in this study is descriptive qualitative research, which aims to describe in depth how the integration of the heutagogy approach and Wordwall media in Holiday conversation learning can improve the learning independence of fifth-grade ICP students (Sugiyono, 2019). This study employs a qualitative research method to gain an in-depth understanding of students' learning experiences and behavioral changes during the instructional process. A qualitative approach allows the researcher to explore perceptions, interactions, and learning dynamics that cannot be adequately captured through numerical data alone. Therefore, this method is appropriate for examining how heutagogical principles and digital media integration influence students' learning independence in a real classroom context. The qualitative approach was chosen because it is able to capture the dynamics of the teaching and learning process in a complete and contextual manner, and provides space for researchers to understand students' learning experiences from the perspective of participants. The main focus of this study is not

only on the final results, but also on the process of implementing learning strategies and students' responses to the interventions carried out (Sugiyono, 2021). The data sources used in this study are primary data obtained through direct observation of classroom learning activities, in-depth interviews with key informants, and learning documentation in the form of Wordwall activity sheets and student reflection notes. This approach allows researchers to gain a holistic understanding of the effectiveness of the integration of these approaches and media in shaping students' learning independence (J. Creswell, 2017).

The informants in this study consisted of parties who were considered to have direct knowledge and experience regarding the implementation of the intended learning, namely: the English teacher of grade V ICP, one student with a high level of learning independence, and one student with a medium-low level of learning independence. The data collection techniques used in this study included participant observation, semi-structured interviews, and documentation. Observations were conducted during the learning process to observe teacher and student interactions and student involvement in using Wordwall independently (J. W. Creswell & Creswell, 2023). Interviews were used to explore the informants' views and experiences regarding the effectiveness of the learning approach used, while documentation was used to record student activities and learning outcomes through worksheets or screenshots of Wordwall activities. The data analysis technique used was the interactive analysis model of Miles and Huberman, which consists of three main stages: data reduction, data presentation, and drawing conclusions/verification. This analysis is carried out simultaneously during the data collection process to obtain a deep, consistent, and meaningful understanding of the phenomenon being studied (J. W. Creswell & Creswell, 2018).

RESULTS

The results of this study indicate that the integration of the heutagogy approach with Wordwall media in Holiday conversation learning has a positive impact on increasing the learning independence of fifth grade ICP students. The heutagogy approach, which emphasizes student control and responsibility for their own learning process, has been proven to encourage students to be more active, reflective, and responsible in understanding and developing their English language skills. In practice, teachers guide students to determine their own learning targets,

choose Wordwall activities that suit their learning needs, and conduct independent evaluations of the progress that has been achieved. This approach differs significantly from traditional teacher-centered learning patterns, because in this activity students play the role of the main actors in learning, while the teacher functions as a facilitator and guide.

The integration of Wordwall media as a support for heutagogy based learning is key to creating an interactive learning environment and stimulating students' intrinsic motivation. Wordwall allows students to explore various forms of Holiday conversation exercises such as matching games, crosswords, and multiple choice with an engaging visual display and a direct feedback system. This encourages students to dare to try, make mistakes, improve, and relearn independently. In an interview with a fifth grade English teacher at ICP, he stated: "The children are more enthusiastic because there is an element of play in the learning. They also grasp vocabulary more quickly because they immediately see the context. Some children even try the exercises more than once at home because they feel challenged." These findings indicate that the use of Wordwall not only facilitates the delivery of material but also builds students' desire to continue learning independently outside of class hours.

Students' learning independence appeared to develop significantly during the implementation process. This was evident in changes in student attitudes and behaviors during learning, such as the initiative to reopen Wordwall exercises at home, making their own notes on new vocabulary, and increasing the frequency of asking questions when they didn't understand an expression in the Holiday dialogue. Based on observations during the three weeks of implementation, researchers noted that most students showed improvements in three key indicators of learning independence: learning initiative, study time management, and self-evaluation of their learning progress. The teacher also confirmed these changes in her interview: "Usually they have to be reminded to study or complete assignments, but now some of them are reminding others to practice Wordwall. Some are even enthusiastic about asking questions about grammar that weren't specifically asked."

An interview with a student with a high level of independence showed that this approach gave him room to develop according to his learning style. He said: "I like being able to choose the game I want and practice anytime. If I make a mistake,

I repeat it until I understand. So I don't have to wait for the teacher to teach me again.” This shows that the heutagogical approach, complemented by digital media, can stimulate students' internal motivation and confidence in learning. Meanwhile a student with a medium-low level of independence also showed improvement, although the process was slower. He stated: “At first I was confused about using Wordwall, but I gradually got the hang of it. Now I like it because I can play while learning.” This shows that this approach can also reach students with various levels of learning readiness, provided they are accompanied and given the right guidance from the start.

Pedagogically, the success of this implementation lies in the alignment of the principles of heutagogy with the interactive features of Wordwall, which enable personalized learning. Students can choose activities according to their interests and ability levels, repeat them as needed, and receive direct feedback without relying on the teacher. This element aligns with Hase and Kenyon's (2000) view of heutagogy as an approach that positions learners as autonomous and reflective actors in their learning process. In the context of Holiday's dialogue learning, students not only memorize conversations but also understand their meaning, select relevant expressions, and use them in a realistic and meaningful game context.

Despite the positive results, the implementation also faced challenges, particularly at the beginning. Some students, particularly those with low levels of independence, experienced confusion in using the Wordwall platform independently. However, with teacher guidance and a differentiated approach, these challenges were gradually overcome. This underscores the importance of transition support and initial training in implementing digital media based on independent learning. Furthermore, teachers need to reflect and regularly adjust the content to suit students' needs and development. The teacher added in interview: "It's crucial for teachers to not only create quizzes, but also monitor students' progress and encourage them to reflect on what they've learned. That's what sets Wordwall apart from being just entertainment, but also from being a meaningful learning tool."

Overall, this study demonstrates that combining the heutagogical approach with Wordwall media can be an alternative learning strategy that not only improves cognitive learning outcomes but also fosters students' learning independence from an early age. This approach has proven relevant to the elementary school context,

especially for fifth-grade students who are in a phase of developing greater responsibility for learning. The implementation of this strategy also reflects the integration of 21st-century pedagogy and the wise use of digital technology. If implemented sustainably and consistently, it can strengthen the culture of independent learning in the madrasah environment.

DISCUSSION

Application of the Heutagogy Approach in Holiday Conversation Learning

In the dynamics of contemporary education, learning approaches can no longer rely entirely on conventional, one-way instructional systems, where teachers are the center of knowledge and students only act as passive recipients of information. Along with the shift in educational paradigms towards more student-centered learning, the heutagogical approach or self-determined learning is increasingly relevant and needed to equip students with lifelong learning skills. In the context of learning English at the elementary school level, especially in topics such as "Holiday Conversation", the application of the heutagogical approach is becoming increasingly important considering that students need to be equipped with the ability to use language functionally and contextually, not simply memorizing grammatical structures or sentences without understanding their meaning.

The heutagogical approach, as developed by Stewart Hase and Chris Kenyon in the early 2000s, emphasizes that learners should not only have control over what they learn, but also how, when, and why they learn. In the context of language learning, this approach is particularly suited to strengthening the personalization of learning, as each student has unique experiences, needs, and learning strategies. Within heutagogy, learning becomes a reflective and flexible process, where students actively shape their own learning paths and take responsibility for their learning outcomes. Applying this approach to the topic "Holiday" provides students with the space to independently explore vocabulary, expressions, and sentence structures related to holidays, according to their own life contexts.

The heutagogical approach to Holiday conversation learning is implemented through lesson planning that opens up space for active student participation from the beginning. The teacher provides a general introduction to the topic of Holidays, then encourages students to set their own learning goals. For example, some

students set their sights on verbally describing their holiday experiences, while others aim to create simple dialogues about holiday plans with friends. This freedom in setting goals reinforces a sense of ownership over the learning process. Furthermore, the teacher provides a variety of learning resources and interactive activities through the Wordwall platform, allowing students to choose exercises that best suit their needs and preferences.

One of the hallmarks of the heutagogy implemented is the emphasis on developing students' reflective capacity. In this activity, students are not only required to complete exercises but also encouraged to reflect on their learning process. At the end of each session, students are directed to write down or verbally express what they have learned, the difficulties they encountered, and the strategies they used to overcome these obstacles. This reflection strengthens students' metacognitive awareness, a key indicator of independent learning. The teacher acts as a facilitator, providing feedback and guidance when needed, but not fully controlling the students' learning process (Farinde et al., 2021). This is a crucial turning point in establishing a culture of long-lasting and sustainable independent learning.

Holiday conversation learning with a heutagogical approach is concretely integrated through the use of Wordwall media as a platform for students' independent exploration. This platform provides various types of interactive learning activities that are not only visually engaging but also provide intellectual challenges for students to construct dialogues, recognize sentence patterns, and associate images with appropriate expressions. The advantage of Wordwall lies in its flexibility and instant feedback feature that helps students evaluate their understanding directly (Intan et al., 2025). With Wordwall, students can choose activities that interest them, repeat them as many times as they need, and flexibly organize their learning time and place, both at school and at home. This is the essence of heutagogy, which not only provides freedom but also fosters responsibility.

In the results of learning observations in class V ICP, changes in student learning behavior were seen following the implementation of this approach. For example, students who were previously passive began to show initiative in completing Wordwall activities without being asked, and most of them even did it

voluntarily outside of school hours. When asked, they stated that the activity was enjoyable and made them feel challenged to get the best score. This indicates a shift in motivation from extrinsic (based on tasks or teacher instructions) to intrinsic motivation (based on personal awareness and interest), which is a hallmark of the successful implementation of heutagogy (Sirojuddin, 2024). In addition, several students began to take the initiative to create their own dialogues based on Holiday vocabulary they had learned, demonstrating a growing level of creativity and learning autonomy.

Interviews with key informants support these findings. A fifth grade English teacher at ICP, stated: “The children have become more independent and confident. They are less afraid of making mistakes because they know they can repeat the activity themselves. I simply provide general directions, and they can choose for themselves which exercises they will work on.” This demonstrates a transition in the teacher’s role from instructor to learning facilitator, in line with the principle of heutagogy. And also expressed a similar sentiment, noting that students were more actively researching Holiday expressions they didn’t understand, even going so far as to consult a digital dictionary or ask their peers. This behavior does not occur in conventional learning models, which tend to rely on one-way instruction from the teacher.

From a student perspective, interviews with students illustrate the dynamics of implementing this approach across two learning styles. The students who tends to be independent, said she felt freer and enjoyed being able to choose the learning method that best suited her: “I like being able to choose the game I want. If I don’t understand, I repeat it myself until I do.” Meanwhile, the students who initially relied on the teacher, admitted that she felt confused at first, but eventually got used to it and felt more confident because she didn’t feel constantly supervised: “With Wordwall, I can try things out on my own. If I make a mistake, I don’t feel embarrassed.” This demonstrates that the heutagogical approach can have a positive impact even for students with varying levels of learning readiness, as long as they are given initial guidance and gradual freedom according to their individual capacities.

The application of heutagogy also enables the integration of character values into the learning process, such as responsibility, discipline, and curiosity. When

students are given the space to set their own study schedules, choose activities, and reflect on their results, they are indirectly trained to manage their time, make decisions, and assess themselves honestly. These character traits are crucial in the context of primary education, which aims not only to produce students who are academically intelligent but also emotionally and socially intelligent.

The success of the heutagogy approach is not without challenges, especially in the initial phase of implementation. Not all students immediately grasp the concept of independent learning, and some still exhibit the habit of waiting for instructions or are confused when asked to determine their own learning goals. Therefore, the teacher's role as a facilitator is crucial, not only in providing learning resources and activities, but also in providing direction, reinforcement, and psychological support. Teachers need to possess strong communication skills to foster student confidence, as well as pedagogical skills to constructively guide the reflective process. Furthermore, the success of heutagogy also depends heavily on the availability of appropriate learning media, such as Wordwall, which can bridge students' independent learning needs with an easy-to-use and visually engaging digital approach.

The application of the heutagogical approach in Holiday conversation learning provides a concrete example of how a modern pedagogical approach can be effectively adapted at the elementary school level. This implementation not only successfully improves students' functional English mastery but also fosters independent, reflective, and responsible learning attitudes. Students learn not only to memorize vocabulary but also to understand its meaning, use it in real contexts, and evaluate their own understanding. This approach strengthens 21st-century competencies, particularly in the aspects of self-learning and adaptability, which are crucial in facing future challenges.

Based on the results of this study, it can be concluded that the heutagogical approach is not only suitable for implementation in madrasah environments but also has great potential for replication in other topics and educational levels. As long as teachers are able to facilitate with appropriate strategies, and students are given space to grow according to their individual potential, this approach can become an important foundation for learning oriented towards independence and sustainability. In the long term, heutagogical has the potential to shape a generation

of learners who are not only academically competent but also ready to face the complexities of the real world with a critical, creative, and independent attitude.

The Role of Wordwall Media in Encouraging Student Learning Independence

The application of Wordwall media in the Holiday conversation learning process for fifth-grade ICP students has a significant impact on the development of student learning independence. In a learning process that previously tended to be dominated by teacher direction, the presence of Wordwall brings a new nuance that encourages students to be more active, independent, and reflective in their learning process. Wordwall is not only a teaching aid, but also transformed into a character-building learning tool that provides space for freedom, opportunities for exploration, and challenges that can be set by students themselves. This is in line with the spirit of the heutagogical approach that is applied in parallel in this learning.

The use of Wordwalls in Holiday conversation learning is structured yet flexible. Teachers provide a variety of digital activities customized to the holiday topic, such as matching English expressions to images of tourist attractions, rearranging holiday dialogues chronologically, or selecting appropriate sentences to describe holiday activities. These activities are not only visually engaging but also accommodate different learning styles among students. Some students tend to learn by recognizing images, others understand sentence patterns through quizzes, and still others are challenged by restructuring conversations based on the visual context presented (Galchuk, 2024).

Wordwalls provide students with opportunities to learn outside the pressures of a formal classroom. Students not only use Wordwalls in the classroom but are also encouraged to access them independently at home. This process encourages initiative among most students, allowing them to review the material without prompting. They are encouraged to explore the exercises repeatedly, challenged by the scores and rankings displayed after completing the activities. In fact, some students with slow learning tendencies feel more confident when they can review without the need for peer or teacher supervision. This is the beginning of the development of independence in the learning process.

Wordwalls also play a crucial role in facilitating students' learning at their own pace. Observations during the lesson revealed that not all students completed

activities at the same pace. However, the reusable Wordwall feature allowed students the freedom to complete challenges at their own pace. Most students demonstrated improvements in their willingness to try, their ability to persist, and their willingness to improve after receiving low scores. This is an indicator of growing learning awareness, an essential foundation for independent learning.

Students' learning independence becomes increasingly apparent when they no longer simply complete activities due to assignments, but rather out of a personal drive to fully understand the material. In Holiday conversation learning, students are not only required to memorize sentences like "Where did you go on your holiday?" or "I went to the beach with my family," but they are also asked to construct these sentences in a dynamic and random game. This process trains students to think actively and creatively, not just reproductively. They learn from their mistakes, and the Wordwall automatically provides immediate feedback that they use to improve their understanding.

For fifth-grade ICP students, this learning process proved effective in fostering independent engagement. This was particularly evident in some students who had previously displayed a high level of dependence on the teacher. After two weeks of using the Wordwall, students became accustomed to accessing practice links before being prompted, and some even performed better on repeated practice than in face-to-face activities. Teachers noted that the frequency of students' questions also changed: they were no longer asking "What's the answer?" but instead asking "Why did I get number 3 wrong?"—a sign of reflection and a sense of responsibility for their own learning.

What's interesting is that Wordwall not only encourages individual independence but also fosters solidarity through mutual assistance. Although Wordwall activities are conducted independently, students who have completed the activity first often offer assistance to their peers who are still struggling. However, the assistance provided is not in the form of direct answers, but rather in the form of re-explanations or game simulations. This demonstrates that Wordwall indirectly encourages students to become active learners who can also serve as learning resources for their peers.

Independent learning through Wordwalls in the Holiday conversation theme also demonstrates that students don't feel pressured or afraid of failure. Instead, they

have the space to try again, which fosters resilience in learning. The game's lighthearted features and non-punitive scoring system make learning enjoyable for students. In elementary education, enjoyable learning experiences are key to developing long-term learning habits. Therefore, Wordwalls serve a dual purpose: as a medium for delivering content and as a means of strengthening independent learning.

The independent student engagement in Wordwall-based learning, as seen in the fifth grade ICP class, aligns with the findings of several previous studies that emphasize the contribution of interactive digital media to independent learning. Research by (Zh et al., 2024) showed that elementary school students who consistently use Wordwalls tend to exhibit higher learning initiative because they are interested in repeating exercises without direct instruction from the teacher. A similar finding was also confirmed by (Anak Agung Istri Dewi Adhi Utami et al., 2024), who stated that Wordwalls help shape students' learning autonomy by presenting material in an adaptive and flexible game format. Meanwhile, a study by (Гальчук, 2024) emphasized that students who use Wordwalls demonstrate increased learning reflection, characterized by the ability to recognize their own weaknesses and improve them through repeated practice. These three studies reinforce the findings in the context that Wordwalls not only support cognitive aspects of learning but also foster responsibility and awareness of learning, which are core to student independence.

The success of Wordwall in this school is inseparable from the teacher's strategy in guiding its use. The teacher not only provides a link and frees students, but also continues to monitor student achievement through score reports provided by the platform. The teacher also conducts a reflective discussion at the end of the session, asking what difficulties students encountered and how they resolved them. This approach reinforces the principle of heutagogy in learning, where students are given the role of active managers of their own learning process, while the teacher acts as a reflective facilitator. Observing the reality on the ground, it can be confirmed that Wordwall not only accelerates material understanding but also fosters an independent, open, and responsible mindset in fifth-grade ICP students. The students not only experienced improvements in English skills but also showed developments in learning discipline, time management skills, and awareness of the

importance of continuous learning. This is a strong signal that Wordwall media, when implemented appropriately and integrated with modern pedagogical approaches such as heutagogy, can be an effective tool in developing the character of independent learners from an elementary age.

CONCLUSION

Based on the overall results and discussion, it can be concluded that the integration of the heutagogy approach with Wordwall media in Holiday conversation learning significantly contributes to increasing the learning independence of fifth-grade ICP students. The heutagogy approach, which emphasizes student learning autonomy, reflection, and decision-making, was successfully implemented through the development of flexible and experience-based learning activities. Meanwhile, Wordwall as an interactive digital media provides an interesting, adaptive, and challenging platform for students to learn at their own pace, access materials independently, and repeat exercises according to their individual needs. This application encourages positive changes in learning behavior, where students are not only more active and responsible, but also show an increase in learning awareness, self evaluation skills, and initiative to continue learning beyond teacher instructions. Thus, the combination of this pedagogical approach and the use of technology is not only theoretically relevant, but also practically effective in building the character of independent learners from an elementary age.

Based on these findings, it is recommended that teachers and other elementary schools consider implementing a heutagogical approach combined with digital media such as Wordwall as part of a learning strategy oriented towards developing student learning independence. Teachers need to play an active role as facilitators and guides who are able to create a flexible learning environment and facilitate students' continuous reflective processes. Furthermore, regular training for educators regarding the use of interactive digital media in the context of modern pedagogy is needed, as well as the provision of supporting infrastructure such as internet access and adequate learning devices. Schools are also expected to support technologybased learning policies that not only emphasize academic achievement, but also strengthen character and independent learning skills to equip students to face future learning challenges.

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