

STUDENTS' RESPONSES TO THE USE OF WORDWALL AS A LEARNING MEDIA FOR NEWS TEXTS IN JUNIOR HIGH SCHOOL

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Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya minat dan hasil belajar peserta didik dalam memahami materi teks berita di kelas VII G, yang disebabkan oleh penggunaan media pembelajaran konvensional yang kurang menarik. Tujuan dari penelitian ini adalah untuk mendeskripsikan respon peserta didik dalam meningkatkan hasil belajar peserta didik pada materi teks berita. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Subjek penelitian adalah peserta didik kelas VII G yang berjumlah 24 orang. Data dikumpulkan melalui angket terbuka yang dianalisis secara kualitatif untuk mengetahui tanggapan peserta didik terhadap penggunaan wordwall. Hasil penelitian menunjukkan bahwa mayoritas peserta didik memberikan tanggapan positif terhadap media wordwall. Mereka merasa pembelajaran menjadi lebih menyenangkan, interaktif, dan mudah dipahami. Media ini juga mampu meningkatkan motivasi serta konsentrasi siswa saat pembelajaran berlangsung. Selain itu, peserta didik merasa lebih tertantang dan termotivasi untuk menjawab soal-soal latihan karena tampilannya yang menarik dan sistem scoring yang kompetitif. Simpulan dari penelitian ini adalah bahwa penggunaan Wordwall sebagai media pembelajaran interaktif efektif dalam meningkatkan minat dan pemahaman siswa terhadap materi teks berita. Oleh karena itu, guru disarankan untuk memanfaatkan media digital seperti Wordwall sebagai alternatif dalam proses pembelajaran yang kreatif dan inovatif.

Kata kunci : wordwall, teks berita, respon peserta didik

Abstract

This research is motivated by the low interest and learning outcomes of students in understanding news text material in class VII G, which is caused by the use of conventional learning media that is less interesting. The purpose of this study is to describe student responses in improving student learning outcomes in news text material. This study uses a qualitative method with a descriptive approach. The subjects of the study were 24 students in class VII G. Data were collected through an open questionnaire that was analyzed qualitatively to determine student responses to the use of Wordwall. The results showed that the majority of students gave positive responses to Wordwall media. They felt that learning was more fun, interactive, and easy to understand. This media is also able to increase student motivation and concentration during learning. In addition, students feel more challenged and motivated to answer practice questions because of its attractive appearance and competitive scoring system. The conclusion of this study is that the use of Wordwall as an interactive learning media is effective in increasing student interest and understanding of news text material. Therefore, teachers are advised to utilize digital media such as Wordwall as an alternative in a creative and innovative learning process.

Keywords: wordwall, news text, student responses

1. INTRODUCTION

Technology is not only used as a management tool but also serves as an essential part of the learning process (Muttaqin et al., 2021). With the advancement of technology and information, education is increasingly transforming into a more interactive and dynamic experience, leading to the gradual abandonment of conventional learning systems in Indonesian language education (Alodia, 2021). The goal is to provide a learning environment that employs more innovative and engaging methods. One of the tools aligned with technological developments in the field of education is educational games (Salamah & Sarjiyem, 2025).

Educational games have become one of the preferred learning media that not only deliver instructional content but also boost students' motivation and interest in learning through an enjoyable approach (Kusnadi & Azzahra, 2024). One of the platforms frequently used in interactive learning is Wordwall. Wordwall is a digital learning platform designed to engage students through various interactive activities, such as word games, "open the box" quizzes, puzzles, and many other engaging tasks.

Educational technology in Indonesian language subjects is expected to increase students' interest, accelerate comprehension, and create a more dynamic learning environment (Hindra Kurniawan et al., 2024). The Indonesian language subject serves as a fundamental cornerstone in the development of children in Indonesia. This subject significantly contributes to building and enhancing students' self-confidence in communication—a skill that is crucial both in educational settings and the professional world (Almarzooq et al., 2020; Ananda & Wandini, 2022). Indonesian language is a compulsory subject that must be studied by all students at every level of education (Nurhuda, 2023; S & Hartono, 2023). In Indonesian language lessons, particularly in the news text material, the use of educational games (Wordwall) is expected to help students understand the structure and rules of news texts in an easy and engaging way. As one of the essential materials in the Indonesian

language curriculum, news texts require students to comprehend factual information and compose texts using appropriate language conventions (Handini, 2020; Rofia Suciati, Dede Endang Mascita, 2019; Safi'i et al., 2021). Therefore, innovative teaching methods are highly necessary to ensure that this material can be effectively received by students.

Research on the use of educational games as learning tools has been conducted by various scholars for instance, (Suci & Sumardi, 2024) investigated the effectiveness of using Monopoly as a learning medium in Grade VII at SMP Muhammadiyah 22 Pamulang. The results showed that the Monerta (News Text Monopoly), based on Al-Islam Kemuhammadiyah, proved to be effective and feasible for use in the learning process. (Julida Hasmi Panjaitan, 2024) examined the implementation of the interactive media Wordwall in a lesson on punctuation error analysis in Grade XII MIPA 5 at SMAN 2 Kisaran. The findings showed positive results Wordwall was proven effective in improving students' understanding of proper punctuation use. (Naratama et al., 2023) developed an educational game-based learning media in the form of a visual novel titled "Freshmen" to educate high school students about the importance of ethics in using social media. The research showed that after playing the game "Freshmen," students experienced increased understanding of ethical behavior in social media use. (Asmadi, 2022) also utilized the Wordwall application as an educational game to enhance online learning at SMP Negeri 1 Purwodadi. Meanwhile, (N.P.D. Apriyantini, I.W.S. Warpala, 2024) developed an educational game based on the realistic mathematics approach for Grade V students at SD No. 1 Dalung. Based on t-test results, a significant difference was found in students' understanding of mathematical concepts before and after using the educational game.

This article aims to describe students' responses to the use of educational games in

learning news texts at the junior high school (SMP) level. The study seeks to explore the extent to which this form of digital learning media can enhance students' interest and motivation, particularly in understanding news texts. Furthermore, the research also aims to examine students' perspectives on the use of Wordwall as a learning tool in the Indonesian language subject. To achieve these objectives, the study employs a descriptive qualitative approach, utilizing questionnaires and observations as data collection techniques. It is expected that the findings will provide a comprehensive overview of the effectiveness of Wordwall in the classroom learning.

2. METHOD

This study employs a qualitative descriptive approach, which focuses on observing and understanding phenomena in a natural and in-depth manner, presented descriptively and interpreted comprehensively (Waruwu, 2024). This approach was chosen because it is considered effective in providing a thorough depiction of students' responses to the use of Wordwall as a learning medium for news text material in a natural setting without researcher intervention. The subjects of this study were seventh-grade students of class VII G at SMPN 10 Kota Cirebon who had participated in news text learning activities using educational game media. The subject selection technique used was purposive sampling, in which students were selected based on their direct involvement in the learning process using the media (Lenaini, 2021). Data were collected through questionnaires and classroom observations conducted during the learning activities. This procedure was intended to obtain in-depth information regarding students' perceptions, engagement, and learning experiences while using Wordwall as part of the Indonesian language instruction.

This study employed an open-ended questionnaire as the primary data collection

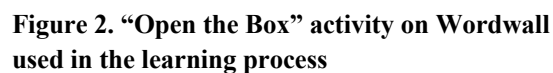
instrument to explore students' perspectives, experiences, and perceptions regarding the use of educational games in the learning process. The questionnaire consisted of several open ended items designed to elicit in-depth, reflective responses based on the participants' lived experiences. The qualitative data obtained were analyzed using a thematic analysis approach (Braun&Clarke, 2016).

Thematic analysis was selected as it enables researchers to systematically identify, analyze, and report patterns (themes) emerging from the data. The analysis followed six distinct phases: (1) becoming familiar with the data, in which the researcher thoroughly re-read all questionnaire responses to gain an in-depth understanding; (2) generating initial codes, by marking significant segments of the students' responses; (3) searching for themes, where similar codes were grouped to form preliminary themes; (4) reviewing themes, involving a re-examination of the themes to ensure alignment with the data; (5) defining and naming themes, where each theme was given a label that captures the core meaning of the students' responses; and (6) producing the report, in which the analysis results were presented narratively and supported by direct quotations from participants to substantiate the findings.

3. RESULTS AND DISCUSSION

Wordwall was utilized as an instructional medium in the Indonesian language subject, specifically for the topic of news texts. This interactive platform was designed to foster active student participation during the learning process. By incorporating features such as "Spinner" and "Open the Box," Wordwall contributed to creating an engaging and stimulating learning environment. This approach not only enhanced student involvement but also provided a more dynamic and contextually relevant learning experience. The following Wordwall activity was utilized in this study: a link to the *Open the Box* game is provided below:

Figure 1. Spinner feature used to randomly select student names



This activity was conducted in turns, ensuring that all students had an equal opportunity to actively participate in the learning process. This method enabled the teacher to directly observe students' understanding, attitudes, and skills throughout the session.

Table 1. Thematic Grouping of Questionnaire Responses

Data Analysis Procedures	Description of the Process	Examples of Student Response Quotes	Themes
Data Familiarization	The researcher read through all student responses multiple times to gain a comprehensive understanding of the data and to record any spontaneous insights or initial impressions that emerged during the process.	"It was enjoyable because it felt like learning through play."	Positive Student Responses Toward the Use of Wordwall as a Learning Medium.
Generating Initial Codes	At this stage, the researcher identified recurring keywords or meaningful phrases within students' responses that were relevant to the research focus and could serve as the basis for theme development.	Initial Codes Identified: fun, engaging, not boring	-
Searching for Themes	Similar codes were clustered to construct provisional themes that captured emerging patterns in the data.	Codes such as <i>interesting</i> , <i>playing</i> , and <i>not boring</i> were clustered together to form the theme "Enjoyable Learning," reflecting students' positive emotional responses and engagement during the learning process.	Engaging Learning Experience
Reviewing Themes	The themes were re-examined in relation to the complete dataset to ensure consistency and coherence. Additional supporting quotations were used to strengthen and validate each theme.	One student stated, " <i>It was exciting because it felt like playing a game while still learning something.</i> " This quote reflects the theme of Enjoyable Learning.	Engaging Learning Through Interaction
Defining and Naming Themes	Each theme was given a concise and meaningful name that reflected the core essence of the participants' responses, ensuring that the theme labels accurately represented the patterns identified in the data.	-	1. Enjoyable and Exciting 2. Interactive 3. Motivating

Producing the Report	A thematic narrative was developed to present the findings, supported by direct quotations from participants as empirical evidence to strengthen the interpretation and ensure the credibility of the analysis.	"This method motivates me to learn because it's not boring."	Motivating Learning Without Monotony
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Table 2. Percentage of Student Responses

No.	Theme	Frequency (n)	Percentage (%)	Example of Student Response
1	Enjoyable and Fun	23	95,8%	"It was fun because it felt like playing while learning."
2	Interactive and Motivating	21	87,5%	"I became excited to learn because of this kind of method."
3	Facilitates Easier Understanding of the Material	22	91,6%	"It's easier to understand because we learn through games."
4	A Memorable and Novel Learning Experience	24	100%	"It was my first time learning like this, so it was very memorable."
5	Enhances Participation and Activeness	21	87,5%	"I usually stay quiet, but now I want to participate."

Positive Responses Toward Enjoyable Learning Experiences

Based on the recap of open-ended questionnaire results analyzed using Braun and Clarke's (2006) thematic analysis framework, the findings in Class VII G indicate that the use of Wordwall as a learning medium for news text material effectively fostered students' enthusiasm for learning. It is evident that the use of the Wordwall educational game significantly enhanced student engagement and participation in the learning process. This is reflected in the high percentage of positive responses under the themes "Enhances Participation and Activeness" (87.5%) and "Interactive and Motivating" (87.5%). The majority of students reported feeling more encouraged to actively participate, as illustrated by one student's statement.

High levels of response were also recorded under the themes "Enjoyable and Fun" (95.8%) and "A Memorable and Novel Learning Experience" (100%), indicating that the game-based learning approach was perceived as enjoyable and left a lasting impression on the learners.

"I usually stay quiet, but now I want to try answering."

"It was enjoyable because the learning process resembled playing while studying."

"I became more motivated to learn because of this kind of method," noted one student.

These findings align with Vygotsky's Constructivist theory, which emphasizes the importance of active learner engagement within a social and collaborative context. Learning environments that incorporate contextual media such as educational games allow students to

construct understanding more deeply through interaction, exploration, and collaboration. Tools like Wordwall create an interactive learning atmosphere that fosters peer-to-peer engagement as well as learner-content interaction, ultimately facilitating the meaningful internalization of new concepts.

Therefore, the integration of game-based digital media not only boosts learning motivation but also promotes active, participatory, and constructive learning in line with 21st-century educational principles.

This finding supports previous research conducted by (Andika et al., 2025) These findings suggest that educational game media can enhance student engagement in learning by providing an enjoyable experience that encourages interaction. Furthermore, in line with Vygotsky's Constructivist theory, learning that involves active participation through contextual and collaborative media can accelerate the understanding of new concepts (Menhard, 2024). Prior to the implementation of Wordwall, the teacher had observed that students' learning interest was relatively low, with several students struggling to understand the material when taught using conventional or lecture-based methods. However, following the integration of Wordwall as a learning medium, students immediately showed increased enthusiasm for participating in classroom activities. This response can be attributed to the fact that students in Class VII G had never previously experienced learning through educational game-based media. As a result, the use of Wordwall provided them with a novel, technology-enhanced learning experience.

This finding is consistent with previous studies, which have indicated that the use of educational games such as Wordwall is more effective and engaging. In addition to offering a fresh learning experience, such media help reduce boredom by enabling students to learn through play.

Students expressed their feelings regarding the use of the educational game-based learning media, Wordwall, through a questionnaire distributed by the teacher. Based on the results, nearly all students reported feeling happy, more motivated, and having a better understanding of the material presented. One student noted that the experience was highly memorable, as it was their first time engaging in a lesson that utilized Wordwall. Additionally, the Class VII G teacher observed that, following the use of Wordwall, students became more active both in participating in learning activities and in classroom discussions.

This finding is also consistent with existing literature, which suggests that the use of Wordwall as a learning medium can enhance students' interest in learning by incorporating elements of play into the educational process. As a result, students are not merely expected to study but are also engaged in enjoyable activities, reducing feelings of boredom. In addition to serving as a tool for delivering content, Wordwall functions effectively as a formative assessment instrument, aligning with the principles of Assessment for Learning. This approach emphasizes continuous feedback and active student involvement in the learning process, supporting both engagement and comprehension (Black, P. & Wiliam, 1998). This type of assessment is conducted throughout the learning process with the aim of improving student learning outcomes. Presenting questions in the form of educational games can also help train students' thinking speed and cognitive responsiveness.

Impementation Challenges

In implementing learning activities using Wordwall, teachers often encounter several challenges. One of the primary obstacles is the instability and inconsistency of internet connectivity across different areas of the school. Such conditions significantly impact the smooth

execution of learning activities, particularly since Wordwall requires real-time internet access. As a result, teachers are sometimes compelled to rely on personal mobile data to ensure that the lesson proceeds effectively and meets its intended learning objectives.

In addition to technical issues, time management poses another challenge. When Wordwall is used individually by all 24 students, the teacher must carefully manage the time allocation to ensure that every student has an opportunity to participate without excessively extending the duration of the lesson.

To address these challenges, the teacher typically sets a strict time limit for each student no more than one minute per question and provides clear instructions to ensure smooth and orderly transitions between participants. With careful time management and structured guidance, the activity can still be conducted individually while maintaining both effectiveness and efficiency.

Overall, based on the student responses collected through the questionnaire, it can be concluded that the use of Wordwall as a learning medium was effective in teaching news text material to Class VII G students at SMPN 10 Kota Cirebon. Students who previously appeared disengaged frequently drowsy, lacking motivation, or often requesting to leave the classroom became noticeably more active and enthusiastic during lessons conducted with Wordwall. Moreover, the frequency of students asking to leave the classroom significantly decreased, indicating a higher level of engagement and focus during the learning process.

4. CONCLUSION

The use of Wordwall as an instructional medium for teaching news text material in Class VII G at SMPN 10 Kota Cirebon has had a positive impact on students' enthusiasm, interest, and engagement in the learning process. Students

demonstrated high levels of enthusiasm and showed improved understanding of the material after participating in lessons incorporating Wordwall. Although technical issues such as unstable internet connectivity were encountered, overall, Wordwall proved to be effective in creating an engaging and interactive learning experience. Therefore, Wordwall can be considered an innovative alternative learning tool to support the teaching of Indonesian language in the classroom.

The theoretical implications of this study suggest that the integration of interactive digital media, such as Wordwall, supports the principles of constructivist learning theory, wherein students actively construct knowledge through meaningful learning experiences. This research also reinforces the existing literature on the importance of technology-based approaches in enhancing student engagement and comprehension.

The findings of this study can be utilized by teachers to design more enjoyable and interactive learning activities that enhance students' motivation and active participation, particularly in Indonesian language instruction. Wordwall also serves as a flexible and easily adaptable alternative medium that can be applied across various learning materials and subjects.

However, this study has several limitations. First, the availability of technological infrastructure such as stable internet connectivity poses a challenge to the optimal implementation of Wordwall. Second, as this study employed a qualitative approach with participants limited to a single class, the findings cannot yet be generalized to the wider population. Therefore, future research is encouraged to involve a larger and more diverse sample and to adopt a quantitative approach in order to more comprehensively assess the effectiveness of Wordwall as an educational medium.

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