

Teacher and Student Perceptions on the Implementation of Cultural Wordwalls in Short Story Writing Learning

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Abstract

This study explores elementary school teachers' and students' perceptions of Wordwall Budaya, a digital medium designed with a contextual cultural approach for teaching writing, particularly short story development. The study aims to reveal how Wordwall Budaya contributes to enhancing students' literacy engagement and cultural awareness in Indonesian elementary education. A qualitative descriptive approach was employed through in-depth interviews, classroom observations, and document analysis involving three teachers and five fifth-grade students. Thematic analysis was applied to interpret the data, with validation through triangulation and member checking. The findings show that teachers perceive Wordwall Budaya as an effective digital tool that increases student motivation and integrates cultural values into literacy instruction. Students expressed enthusiasm and enjoyment while using the tool, demonstrating improved abilities in generating ideas, structuring narratives, and applying cultural vocabulary. Both groups expressed a desire to continue using the media. This study bridges a research gap by showing that culturally grounded digital media can strengthen narrative literacy skills while fostering local cultural identity and understanding in elementary education.

Keywords: Cultural Wordwall, Writing Literacy, Short Stories, Teacher Perception, Student Perception

Abstrak

Kajian ini meneliti persepsi guru dan siswa sekolah dasar terhadap penggunaan Wordwall Budaya, media digital berbasis budaya kontekstual untuk pengajaran menulis, khususnya pengembangan cerita pendek. Penelitian bertujuan mengungkap kontribusi Wordwall Budaya terhadap peningkatan literasi dan kesadaran budaya siswa di sekolah dasar Indonesia. Pendekatan yang digunakan adalah kualitatif deskriptif melalui wawancara mendalam, observasi kelas, dan analisis dokumen, melibatkan tiga guru dan lima siswa kelas V. Analisis tematik diterapkan untuk menafsirkan data, dengan validasi melalui triangulasi dan member checking. Hasil penelitian menunjukkan bahwa guru menilai Wordwall Budaya mampu meningkatkan motivasi siswa dan mengintegrasikan nilai budaya dalam pembelajaran menulis. Siswa menunjukkan antusiasme tinggi serta peningkatan dalam menghasilkan ide, menyusun narasi, dan menggunakan kosakata budaya. Kedua kelompok berkeinginan untuk melanjutkan penggunaan media ini. Studi ini mengisi kesenjangan riset dengan menunjukkan bahwa media digital berlandaskan budaya dapat memperkuat kemampuan literasi naratif sekaligus menumbuhkan identitas dan pemahaman budaya lokal di pendidikan dasar.

Kata Kunci: Wordwall Budaya, Literasi Menulis, Cerita Pendek, Persepsi Guru, Persepsi Siswa



INTRODUCTION

Short story writing at the elementary school level plays a vital role in developing students' literacy skills while simultaneously fostering their cultural identity (Díaz, 2024; Taqwiem et al., 2024). Writing short stories trains students to organize ideas, build narrative structures, and express personal or social experiences through meaningful written forms (Dermott, 2015). Within the Merdeka Curriculum framework, writing is not merely regarded as a mechanical skill but as a medium to strengthen the Pancasila Student Profile, which emphasizes creativity, reflection, and deep-rootedness in local cultural values. Unfortunately, writing instruction in classrooms often remains normative and text-based, lacking the use of contextual and enjoyable media especially for young learners who require visual and interactive stimuli.

Wulandari and Bakthawar (2023) emphasize the importance of integrating local narratives into short story writing instruction. Their study shows that literary aspects such as theme, plot, character, setting, point of view, and educational values still require systematic reinforcement in elementary school writing practices.

Building on this, Ryan and Khosronejad (2024) highlight that children's narratives function as a space for authorial agency. Through storytelling, students are able to negotiate and even challenge existing sociocultural conditions, showing that writing can be both a literacy practice and a medium for cultural expression. Dyson (2021) further argues that culturally situated writing practices deepen students' engagement with text production. By drawing on symbols, traditions, and community values familiar to them, students develop both stronger narrative skills and a greater sense of cultural identity.

Consistent with these perspectives, Rusmiyanti and Chamidah (2024) reported substantial gains among students with autism in narrative text writing. Improvements were observed in several aspects, including content relevance, vocabulary choice, grammar, and mechanics, following the use of Wordwall-based interventions. These findings reinforce the view that Wordwall is not merely a motivational tool but also a pedagogical medium capable of addressing specific writing challenges while fostering inclusivity in primary education.

In practice, many students struggle with generating ideas, structuring story plots, and expanding vocabulary when asked to write narratives. Writing short stories is often perceived as a burdensome task due to students' lack of experience, inspiration, and access to narrative models grounded in their everyday lives. Most teachers still rely on conventional, textual approaches that do not provide adequate space for creative exploration rooted in local context. Yet, writing competence requires imagination, connection with real-life experiences, and visual stimuli that help students visualize characters, settings, and events (Blomkvist, 2022; Superable, 2020). When learning fails to present media that encourages active involvement and personal experience, the writing process becomes disconnected from the students' realities. This shows that writing skills cannot develop naturally without the support of media that bridges imagination and daily experiences into written narratives.

One promising innovation in this context is the use of *Wordwall Budaya*—an interactive digital quiz tool containing local cultural content such as traditional clothing, local foods, traditional houses, and folklore (Rahma et al., 2022; Triaswari et al., 2023). As an intervention variable, *Wordwall Budaya* is expected to spark ideas, provide initial narrative structure, and enrich students' thematic vocabulary in context. At the same time, the perceptions of teachers and students—as the main variables of this study—are crucial to understand in order to ensure the media's implementation is adaptive to the needs and characteristics of primary education.

The urgency of this research lies in the need for a systematic mapping of teachers' and students' perceptions regarding the implementation of *Wordwall Budaya*, which has

so far received little attention in the field of digital literacy with local cultural integration. Most existing studies focus on the effectiveness of *Wordwall* as a digital quiz tool, without examining the subjective experiences of teachers and students in using it to enhance writing skills. For instance, Triaswari et. all. (2023) demonstrated that integrating local culture through interactive digital media, such as culturally based *Wordwall*, can enhance students' motivation and writing quality in Indonesian language learning. However, their study focused mainly on student outcomes, leaving unexplored aspects such as teachers' roles, systematic curriculum integration, and the sustainability of digital media use.

Similarly, Saputri et al. (2021) emphasized the importance of embedding local culture in writing instruction but did not specifically investigate the role of interactive digital media like *Wordwall*. This gap highlights the need for research exploring how culturally grounded digital tools influence idea generation, text structure, and cultural expression, while also considering both teacher and student perceptions.

The novelty of this study lies in its integrative exploration of both teacher and student perceptions, and the utilization of *Wordwall Budaya* as a culturally based short story writing tool. This study not only examines the effectiveness of the media but also explores how meaning is constructed by both teachers and students throughout its application in the classroom. This approach enables the mapping of perceptions from cognitive, affective, and conative dimensions, while also providing recommendations for developing culturally rooted digital media in writing instruction.

This research is expected to provide deeper insights into the effectiveness of using *Wordwall Budaya* in elementary short story writing instruction. The findings may serve as a reference for teachers to develop contextual and engaging learning approaches and to encourage students to express their ideas more actively through writing. Accordingly, the aim of this study is to describe the perceptions of teachers and students regarding the implementation of *Wordwall Budaya* in short story writing instruction in elementary schools, by examining how the media contributes to students' motivation, cultural understanding, and development of narrative literacy skills.

METHODE

This study employed a descriptive qualitative approach (Creswell, 2013) to explore the perceptions of teachers and students regarding the implementation of *Wordwall Budaya* in short story writing instruction at SD Negeri 3 Tukulrejo. This approach aimed to gain an in-depth understanding of the participants' experiences, responses, and views on the use of culturally-based digital media in the Indonesian language learning process.

Along the same lines, Alyusfitri's (2024) qualitative-descriptive research revealed that interactive multimedia, adapted to the needs and daily-life contexts of elementary students, significantly increases student engagement and encourages participatory learning. This evidence further supports the rationale for integrating culturally-based digital media (e.g., *Wordwall Budaya*) into short story writing instruction, emphasizing both teacher and student perspectives.

The research was conducted in the fifth-grade classroom of SD Negeri 3 Tukulrejo during the even semester of the 2024/2025 academic year. The site was selected purposively based on the teachers' involvement in digital learning media innovations and the students' prior experience using *Wordwall Budaya*. The research subjects consisted of three teachers involved in the planning and implementation of short story writing instruction and five fifth-grade students selected to represent varying academic abilities—high, medium, and low. The number of participants was determined based on the principle of data sufficiency in qualitative research.

Data were collected through in-depth interviews, participant observation, and documentation. The interviews were semi-structured, allowing the researcher to flexibly

yet systematically explore the perceptions of both teachers and students. Observations focused on the learning activities using *Wordwall Budaya*, while documentation included students' short story writing products and teachers' reflection notes.

The research instruments were developed in the form of interview guidelines based on Robbins' theory of perception, which defines perception as an individual's interpretation of external stimuli, encompassing aspects of attention, interpretation, and evaluation. The interview indicators were constructed accordingly:

Table 1. Perception Aspects of Using Wordwall Budaya

No	Perception Aspect	Indicator	Key Question
1	Cognitive	Understanding of Wordwall Budaya	"What do you know about Wordwall Budaya?"
2	Affective	Emotional response	"How do you feel when using Wordwall Budaya?"
3	Conative	Behavioral tendency	"Would you like to use or reuse Wordwall Budaya in the future?"
4	Cultural Relevance	Connection to local culture	"Does Wordwall Budaya help you learn about local culture?"
5	Literacy Connection	Impact on writing literacy	"How does Wordwall Budaya affect your ability to write short stories?"

Research Procedures and Data Collection

The researcher began the study by preparing both administrative and technical requirements, including designing interview instruments, obtaining permission from the school principal, and selecting research subjects purposively based on their involvement in Wordwall Budaya-based learning. The subjects consisted of three homeroom teachers and five fifth-grade students from SD Negeri 3 Tukulrejo who had participated in short story writing activities using this digital cultural media.

Data were collected through direct observation of the learning process involving Wordwall Budaya in short story writing. The researcher systematically documented the teachers' activities and students' responses as part of participatory observation. Subsequently, in-depth interviews were conducted with teachers and students to explore their perceptions thoroughly. The interviews were conducted individually and recorded to ensure data integrity. Additional documentation included students' written work and teachers' reflective notes.

The data were analyzed using the Miles and Huberman model (Miles et al., 2020), consisting of data reduction, data display, and conclusion drawing. Source and technique triangulation were employed to ensure the validity of findings. Teachers were involved as key informants in verifying the interview results through member-checking to enhance the credibility and reliability of data interpretation.

RESULT AND DISCUSSION

One of the main perceptions that emerged from the data was the teachers' constructive understanding of Wordwall Budaya as a digital, locally rooted medium that enhances student engagement in short story writing. Teachers saw Wordwall not merely as a quiz platform but as an educational tool integrated with local cultural values. Ms. NA

stated, “I understand Wordwall as a digital quiz medium that introduces students to local culture, such as traditional clothing or typical foods.” This view indicates that teachers not only grasp the technical function of Wordwall but also its contextual value as a tool to instill cultural understanding through literacy.

Similarly, Mr. TR described Wordwall as a fun, interactive tool: “Wordwall is perfect for introducing culture because it’s quiz-based and interactive, so students don’t get bored.” These views align with the principles of contextual learning, emphasizing the importance of linking content with students’ cultural environments.

Teachers also showed positive emotional responses toward using Wordwall Budaya. Learning activities involving Wordwall created a more lively, dynamic, and participatory classroom atmosphere. Ms. NA stated, “I felt very enthusiastic and motivated using Wordwall, especially when students were eager to answer.” This enthusiasm reflected an affective boost that made the teaching experience more meaningful. Mr. TR also shared a similar sentiment: “I felt happy and more interested in teaching because Wordwall made students more active.” The third teacher, Ms. LN, explained that Wordwall helped her maintain student focus and participation: “While using Wordwall, students were more focused and not easily bored. This really helped me as a teacher.” These statements were supported by classroom observations, which showed that teachers actively guided students during Wordwall activities and provided positive reinforcement when students answered correctly creating a fun and emotionally meaningful learning experience.

From a behavioral perspective, teachers expressed a tendency to continue using Wordwall Budaya in their teaching. They did not see it as a temporary tool but as a sustainable part of their learning strategies. Ms. NA said, “I want to keep using Wordwall for cultural materials because it helps students understand better.” Meanwhile, Mr. TR stated, “I plan to include Wordwall in the lesson plan because it’s very flexible and easy to adapt.” These perspectives indicate that teachers have a long-term orientation toward digital innovations that also incorporate cultural values supporting the literature on the importance of sustainable and contextual digital media use in elementary education.

Teachers also believed that Wordwall Budaya plays a vital role in strengthening students’ cultural identity. Ms. LN observed that Wordwall helped students connect the material with real-life experiences: “Students can relate the Wordwall questions to what they see at home or in village events.” Mr. TR added that Wordwall served as a gateway to introduce cultural diversity: “Through Wordwall, students learn about traditions from various regions, such as ceremonies or traditional houses.” This local context not only expanded students’ cultural knowledge but also deepened their understanding of their own identity. Observations supported these findings—for example, when a student confidently and proudly named *Tongkonan* as a traditional house.

Finally, teachers reported that Wordwall Budaya contributed to improving students’ short story writing skills. They saw the media as an idea generator, vocabulary enhancer, and a bridge between cultural themes and narrative writing. Ms. NA said, “Wordwall helps students generate story ideas, especially when the questions are about local tales.” Mr. TR added that students’ storylines became more logical and contextually relevant: “Wordwall helps students write narratives that align with cultural themes.” Ms. LN further noted that students used a wider range of culturally specific vocabulary in their writing: “Students’ cultural vocabulary increased after using Wordwall.” These findings support the idea that culturally based digital media enriches the learning experience and strengthens students’ deeper literacy skills.

Table 2. Recapitulation of Teachers' Perceptions of Wordwall Budaya in Short Story Writing Instruction

No	Teacher Initials	Cognitive Aspect	Affective Aspect	Conative Aspect	Cultural Relevance	Impact on Writing Literacy
1	Ms. NA	Wordwall as a digital cultural quiz introducing local elements	Felt enthusiastic and motivated during the lesson	Wants to continue using Wordwall for cultural themes	Wordwall introduces local culture in a simple and engaging way	Helps students generate culturally based story ideas
2	Mr. TR	Wordwall as an interactive media that facilitates cultural introduction	Felt happy and interested due to students' active participation	Plans to integrate Wordwall into lesson plans	Wordwall introduces the diversity of regional cultures in a fun way	Helps students develop storylines aligned with cultural contexts
3	Ms. LN	Wordwall as an educational game combining culture and writing activities	Felt supported in maintaining student engagement and focus	Will use Wordwall for folktale topics	Wordwall connects learning with students' real cultural experiences	Encourages exploration of cultural vocabulary in students' writing

Students' Perceptions of *Wordwall Budaya*

Fifth-grade students at SD Negeri 3 Tukulrejo expressed positive perceptions of *Wordwall Budaya* as a fun and easy-to-understand learning medium. Most students viewed *Wordwall* as a digital game containing engaging cultural questions. Student 1 stated, "*Wordwall* is like a culture-themed game. I like it because I can answer and immediately know whether I'm right or wrong." Student 3 added, "I once played *Wordwall* about traditional clothing, so now I remember the outfits from different regions." These responses indicate that students see *Wordwall* not only as an interactive tool but also as a practical and visual way to enrich their cultural knowledge. This perception aligns with literature promoting the digitalization of local content as a contextual approach to elementary education.

Emotionally, students responded enthusiastically and happily to the use of *Wordwall Budaya*. The learning activities involving *Wordwall* were considered enjoyable because they made the classroom atmosphere feel like play. Student 2 said, "I'm happy because *Wordwall* feels like a fast-paced quiz—like playing and learning at the same time." Student 5 added, "I'm excited because the display is colorful and fun." These positive emotions encourage active participation and enhance cultural knowledge retention. Moreover, students' emotional involvement during *Wordwall* activities demonstrates the potential of culture-based media to create joyful learning environments while strengthening affective bonds with the learning material.

In terms of conative aspects, students showed a strong inclination to use *Wordwall* again in future lessons. For instance, Student 1 said, “I want to play *Wordwall Budaya* again—I want to learn stories from other regions.” Student 4 expressed, “I want to try making my own *Wordwall* about my village’s culture.” The desire not only to reuse but also to create their own *Wordwall* indicates that the media is engaging in content and also encourages students to become active learners. This enthusiasm for repeating and expanding the learning experience shows that *Wordwall Budaya* is effective as a long-term educational tool.

Students also demonstrated the ability to connect *Wordwall* content to the local culture they encounter in daily life. Student 3 said, “I learned about folk tales and regional songs when I played *Wordwall*.” Similarly, Student 5 explained, “I recognized traditional houses and foods from the questions—it reminded me of my grandmother’s stories.” These experiences show that *Wordwall Budaya* serves as a bridge between text and students’ cultural contexts. Integrating local culture into *Wordwall* adds personal meaning and strengthens students’ emotional memory of cultural values.

The use of *Wordwall Budaya* also helped enhance students’ short story writing skills, particularly in idea generation and narrative structuring. Several students reported that after using *Wordwall*, it became easier to write stories with cultural themes. Student 2 shared, “After playing *Wordwall*, I immediately had the idea to write about a village ceremony.” Student 4 added, “*Wordwall* made it easy to write a story because I already knew the characters and customs.” This demonstrates that *Wordwall Budaya* not only introduces cultural content but also provides initial structure and ideas that students can develop into narratives. In the context of elementary education, the ability to link digital content with writing skills represents an important achievement in strengthening culture-based literacy.

Table 3. Summary of Students’ Perceptions of *Wordwall Budaya* in Short Story Writing Learning

No	Student	Cognitive Aspect	Affective Aspect	Conative Aspect	Cultural Connection	Impact on Writing Literacy
1	Student 1	<i>Wordwall</i> as an engaging cultural game	Happy because it feels like playing	Wants to play <i>Wordwall Budaya</i> again	Learned about traditional houses and folk songs	Got an idea to write a story about the village
2	Student 2	<i>Wordwall</i> helps memorize cultural content	Excited because of its fun visuals	Wants to create their own <i>Wordwall</i>	Remembers traditional food from the quiz	Inspired to write a story about a village ceremony
3	Student 3	Learned about traditional clothing through <i>Wordwall</i>	Enjoys answering cultural questions quickly	Wants to know more regional stories	Learned folk tales and traditional houses	Has a clear idea of characters and setting for the story
4	Student 4	<i>Wordwall</i> makes	Happy because	Wants to use	Recalled grandmother’s	Easier to build a

5	Student 5	learning local culture easier	the learning atmosphere is fun	<i>Wordwall</i> again in future lessons	stories when answering	culturally-based story plot
		<i>Wordwall</i> helps recognize traditional elements	Happy to get instant quiz feedback	Wishes to have <i>Wordwall</i> every week	Interested because it reminds them of their own culture	Writing becomes more fun and filled with cultural vocabulary

Impact on Short Story Writing Skills

Wordwall Budaya has a positive impact on students' ability to generate story ideas. Students feel supported because the content directly relates to local culture, which is familiar to them. Student 2 stated, "After playing *Wordwall*, I immediately thought of writing a story about a village ceremony." This indicates that *Wordwall* effectively stimulates students' imagination in creating narrative themes.

Students' ability to structure stories also improved after using *Wordwall*. They found it easier to establish characters, settings, and plotlines. Student 4 commented, "Wordwall made it easy for me to write a story because I already knew the characters and the cultural elements." This suggests that *Wordwall* tasks help students construct the basic elements of a story in a more organized way.

Vocabulary enrichment—especially in cultural terms—was another noticeable effect. Students became more confident in using local terms in their writing. Student 5 noted, "More cultural vocabulary appeared in my writing after I played *Wordwall*." This increase supports the development of cultural literacy through writing activities.

Gumono et al. (2025) developed a *Wordwall*-based learning medium within a Project-Based Learning framework to improve descriptive writing skills among fourth-grade elementary students. The study reported high validity, positive student responses, and significant effectiveness, with an average n-gain score of 86%. These findings affirm the effectiveness of *Wordwall* as a digital tool for supporting writing instruction in elementary education.

Wordwall Budaya also strengthened the connection between students' real-life experiences and the content of their stories. Students wrote about events they had seen or experienced personally. Student 3 shared, "I wrote about the night market because it often happens in my village, and I got the idea from a *Wordwall* quiz." As a result, students' narratives became more authentic, grounded in their personal experiences.

Table 4. The Impact of *Wordwall Budaya* on Students' Short Story Writing Skills

No	Student Initial	Story Ideas	Story Structure	Cultural Vocabulary	Contextual Relevance
1	Student 1	Easily got ideas from <i>Wordwall</i> questions	Storyline was coherent, guided by the quiz	Used terms related to traditional clothing	Story reflects the local environment

2	Student 2	Inspired to write about a village ceremony	Able to define characters and setting early	Added traditional terms into the story	Story theme matches real-life experience
3	Student 3	Wrote about a night market	Story structure followed the <i>Wordwall</i> flow	Mentioned traditional houses and local dishes	Story reflects village life
4	Student 4	Wrote a folktale	Easily built up conflict and resolution	Included regional vocabulary	Story content based on parents' stories
5	Student 5	Created a cultural adventure story	Story was structured based on <i>Wordwall</i> items	Mentioned cultural objects and local customs	Characters inspired by the local surroundings

Overall, *Wordwall Budaya* contributes significantly to students' writing skills, including idea generation, structure, language use, and content depth. This medium is not only visually appealing but also encourages students to develop narratives connected to their own cultural backgrounds.

This study reveals that teachers perceive *Wordwall Budaya* as an educational tool that successfully integrates technology and local cultural context into short story writing lessons. Teachers understand *Wordwall* not merely as an educational game, but as a means to introduce cultural elements—such as traditional clothing, houses, and food—to students interactively. This understanding aligns with findings by Rosmaini et al. (2024), who stated that *Wordwall* can facilitate literary learning in an interactive and enjoyable way, thereby increasing student engagement. *Wordwall* presents not only texts, but also cultural experiences packaged visually and adapted to students' learning styles.

Students perceive *Wordwall Budaya* as both an enjoyable game and a learning resource that provides new knowledge about Indonesian culture. Positive emotions such as joy, interest, and enthusiasm consistently appeared in students' responses after using *Wordwall* in writing activities. These positive feelings foster a more active and communicative learning atmosphere and help students retain content more effectively. This finding supports the research of Saputri et al. (2021), which emphasized that integrating technology and local wisdom into Indonesian language learning can enhance students' interest and affective engagement with literacy tasks. *Wordwall* bridges cognitive and affective aspects in meaningful learning processes.

Both teachers and students showed a strong inclination to continue using *Wordwall Budaya* in the teaching-learning process. Teachers even planned to integrate this media into their lesson plans, while students expressed interest in creating their own versions of *Wordwall*. This tendency demonstrates that *Wordwall* has sustainability value in educational practice and opens opportunities for its use in project-based learning models. Consistent with the findings of Afifah et al. (2025), contextual technology-based learning can enhance students' learning autonomy and teachers' creativity in designing relevant and engaging activities.

Faradisa and Suharto (2024) reported that sixth-grade elementary students expressed positive perceptions of using the *Wordwall* application in Indonesian language

learning. Through interactive templates such as images and games, *Wordwall* successfully enhanced students' interest and engagement in the learning process. These findings suggest that integrating interactive digital media can serve as an effective strategy to enrich writing experiences, strengthen cultural expression, and support student motivation within the context of elementary education.

The impact of *Wordwall* on students' short story writing skills was evident in their improved ability to generate ideas, build narrative structure, and enrich vocabulary. Students reported that *Wordwall* inspired them to write stories based on the local culture they personally knew. The question structure in *Wordwall* helped them systematically construct characters, settings, and conflicts. Moreover, the use of cultural terms in the quiz broadened their mastery of distinctive and contextual narrative vocabulary. These impacts reinforce the idea that integrating local culture into digital media not only increases learning motivation but also strengthens students' expressive literacy. In the context of 21st-century literacy, writing skills based on lived experiences and cultural identity represent an important form of authentic and relevant self-expression.

Wordwall Budaya has proven to be an effective tool for integrating local cultural values, learning technologies, and the development of writing literacy among elementary students. Teachers felt supported in designing more lively and meaningful lessons, while students experienced a substantive improvement in their writing skills. These findings support the direction of the *Merdeka Curriculum*, which emphasizes the importance of differentiated and contextual learning. *Wordwall Budaya* serves not only as a learning aid but also as a vehicle for strengthening character and cultural identity through reflective and creative writing activities.

Despite these positive results, this study has several limitations. First, the research subjects were limited to one class and three teachers, making the findings not yet generalizable to a wider population. Second, the data collection process occurred over a relatively short period, so it could not capture the long-term impact of using *Wordwall Budaya*. Third, the study applied a qualitative descriptive approach without incorporating quantitative analysis, which could have supported stronger generalizations.

Future research is recommended to expand the sample and intervention duration to obtain longitudinal data on the effectiveness of *Wordwall* in literacy instruction. Researchers could also employ a mixed-methods approach to objectively measure improvements in students' writing abilities.

CONCLUSIONS

The implementation of *Wordwall Budaya* in short story writing instruction significantly contributes to increasing participation and literacy skills among elementary school students. Teachers perceive *Wordwall* not merely as a quiz tool, but as a contextual digital medium capable of integrating local cultural values into creative writing activities. Students respond enthusiastically to the media, showing notable improvements in idea generation, narrative structure, and the use of culturally relevant vocabulary. These findings affirm that *Wordwall Budaya* is an effective medium for developing culturally based literacy, while also encouraging students to write from their real-life experiences and local environment.

However, the limited number of participants and the scope of implementation remain important considerations for future research. Subsequent studies should evaluate the effectiveness of *Wordwall Budaya* on a broader scale, using a mixed-method approach and a longer intervention period. The integration of *Wordwall* into project-based and collaborative writing instruction also holds promise and should be further explored, as this media not only enriches the learning process but also helps shape students' literacy identity in a sustainable manner.

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