



Development Of A Wordwall-Assisted Pancasila Education E-Book To Enhance Students' Tolerance And Learning Interest

Indri Ramadhani^{1*}, Nursalam², Abdul Azis³

^{1,2,3} Magister Pendidikan Dasar, Universitas Muhammadiyah Makassar, Indonesia

General Background: Pancasila education is essential for developing students' character, particularly tolerance in multicultural contexts. **Specific Background:** In elementary schools, learning still relies on conventional methods with limited digital media, resulting in low student engagement and inadequate development of tolerance and learning interest. **Knowledge Gap:** Previous studies mainly emphasize cognitive outcomes, while the integration of Wordwall with e-book media for character development remains limited. **Aims:** This study aims to develop a Wordwall-assisted Pancasila Education e-book and evaluate its feasibility, practicality, and outcomes on students' tolerance and learning interest. **Results:** Using the ADDIE-based Research and Development approach, the e-book demonstrates interactive, collaborative, and contextual features through reflection, discussion, and game-based activities. Expert validation and user responses indicate that the product is valid and practical. The implementation shows increased student participation, respect for differences, and learning motivation compared to conventional methods. **Novelty:** The study proposes an integrated digital learning model combining Wordwall and e-book media to support both cognitive and character development. **Implications:** The findings indicate that interactive digital media integrated with character-based content can support meaningful learning and foster affective and cognitive outcomes in elementary education.

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Edited by:
Mahardika Darmawan Kusuma Wardana

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Emy Pratiwi

*Correspondence:
Indri Ramadhani

indriiiiiiramadhani26@gmail.com

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Highlights

- Interactive digital module integrates game-based activities with character learning
- Student participation and respect for diversity increase in classroom activities
- Validation and user responses indicate high usability in elementary settings

Keywords: Pancasila Education; Digital Learning Media; Wordwall; Tolerance Character; Learning Interest

INTRODUCTION

Pancasila education is a form of education that plays a role in developing the knowledge, attitudes, skills, and character of citizens (Nazala et al., 2024). The purpose of this education is to help pupils develop into morally upright people. Fostering good morals in students as the country's future generation is the goal of strengthening character based on Pancasila values. (Ziliwu et al., 2024). This is consistent with Presidential Regulation No. 87 of 2017 on Strengthening Character Education, which highlights the role of educational institutions in moulding students' personalities. As a result, it is anticipated that Pancasila education will inculcate moral principles like tolerance for diversity, love for the nation, cooperation, and religion. (Nanda, 2025).

One of the key components of Pancasila education is the virtue of tolerance, particularly in light of Indonesia's multicultural society. In social situations, it is required of students to be able to appreciate differences in race, religion, ethnicity, culture, and beliefs. Religious teachings that stress the value of respect for one another and peaceful cohabitation are likewise consistent with the ideal of tolerance. In the Qur'an, Surah Al-Hujurat verse 13 explains that humans were created into tribes and nations so that they may know and respect one another. This verse emphasizes that diversity is part of human life that must be addressed with tolerance, brotherhood, and mutual respect.

In teaching Pancasila in elementary schools, instilling tolerance is not only done through cognitive delivery of material, but also through meaningful learning experiences. Interactive and contextual learning can help students understand the values of Pancasila while fostering tolerance in their daily lives (Trisiana et al., 2025). However, these ideal conditions have not been fully realized in school learning practices.

Based on preliminary observations, questionnaire distribution, and interviews with fifth-grade homeroom teachers at SDN 18 Eremerasa on October 13, 2025, several problems were found in Pancasila Education learning. First, learning is typically focused on printed books because there is yet little use of digital learning resources. Second, there is still a comparatively low level of student enthusiasm in acquiring Pancasila Education. Teachers' efforts, including the use of educational movies, visual stories, and group discussions, have not significantly improved students' tolerance or interest in learning.

According to the Eremerasa III Elementary School Cluster teachers' questionnaire, some kids still struggle with showing tolerance. On the indicator of willingness to collaborate in heterogeneous groups regardless of background, 33.3% of teachers disagreed that students had demonstrated this attitude. On the indicator of respect for the religious practices of peers, 33.3% of teachers also disagreed. In addition, on the indicator of conflict resolution through dialogue or deliberation, 33.3% of teachers stated that students were not yet accustomed to resolving differences of opinion through deliberation.

Problems were also seen in terms of student interest in learning. The survey results showed that 25% of teachers stated that students did not show enthusiasm in participating in learning activities. In addition, 25% of teachers stated that students were not actively involved in the learning process. Regarding the indicators of interest in learning materials and student attention when teachers explained the material, 37.5% of teachers stated that they disagreed that students showed high interest in learning.

These various problems indicate that the low level of tolerance and interest in learning among students is influenced by several factors, such as teaching methods, limited interactive learning media, and a lack of technology integration in the learning process. Therefore, there is a need for innovative learning media that can increase student engagement while effectively instilling character values.

One alternative that can be used is the development of digital learning media in the form of e-books. E-books are electronic books that can contain text, images, videos, and interactive elements, thereby increasing student motivation and interest in learning (Khikmawati et al., 2021). In addition, the use of e-books allows students to study independently and more flexibly in understanding the learning material.

The use of e-books can also be combined with interactive learning platforms such as Wordwall. Wordwall is a digital platform that provides a variety of educational games that can be used in interactive learning in elementary schools. (Retno Hartati et al., 2024). Research Syachruroji. A et al., (2024) shows that using Wordwall can increase students' interest in learning through game activities that make learning more interesting and enjoyable. Research Awal Sabiila (2024) also shows that Wordwall-based educational games can increase student activity and enthusiasm in learning.

Although several studies have shown the effectiveness of Wordwall in increasing students' interest in learning, most of these studies still focus on improving cognitive aspects and learning engagement. The integration of Wordwall with e-book media to improve students' character, especially tolerance in Pancasila Education learning, has not been thoroughly investigated in prior research.

Based on this, this study offers a novel approach by creating a Wordwall-assisted Pancasila Education E-book that emphasises both boosting students' enthusiasm in studying and developing their tolerance. It is anticipated that the combination of Wordwall and e-books will make learning more engaging, contextual, and interactive so that students may apply Pancasila values to their everyday attitudes and behaviours in addition to cognitively understanding them.

Based on the above description, the purpose of this study is to develop a Wordwall-assisted Pancasila Education E-book and to test its learning characteristics, practicality, validity, and conceptual design, and effectiveness in improving the tolerance and learning interest of fifth-grade students at the

Eremerasa III Elementary School Cluster.

METHODS

This study used the Research and Development (R&D) method to develop a Wordwall-assisted Pancasila Education E-book and test its feasibility, practicality, and effectiveness in improving students' tolerance and interest in learning. The development model used was ADDIE, which includes the stages of analysis, design, development, implementation, and evaluation. The research was conducted at the Eremerasa III Elementary School Cluster in the even semester of the 2025/2026 academic year. Two fifth-grade instructors and forty-four students 22 in the experimental class and 22 in the control class were the research subjects. While the control group employed traditional instruction, the experimental group used the Wordwall-assisted Pancasila Education E-book.

This study used observation, questionnaires, interviews, documentation, and expert validation sheets as data gathering methods. The learning process, as well as the growth of pupils' tolerance and desire in learning, were all observed. Questionnaires were given to teachers and students to determine the practicality of using e-books. Interviews were conducted with teachers and students to obtain more in-depth information about the use of learning media. Documentation was used to supplement the research data in the form of photos of activities and learning outcomes. Expert validation sheets were used to assess the suitability of the media in terms of content and design.

Data analysis was conducted quantitatively and qualitatively. Product validity was analyzed using Gregory's formula based on expert assessment. Practicality was analyzed using a Likert scale to obtain the average score from the teacher and student response questionnaires. The effectiveness of the media was analyzed using an independent sample t-test to determine the difference between the experimental class and the control class. Additionally, after using the Wordwall-assisted Pancasila Education E-book, students' tolerance and enthusiasm in learning were measured using the N-Gain exam.

FINDINGS AND DISCUSSION

During the even semester of the 2025–2026 school year, this study was carried out at SD Inpres Lonrong and SDN 18 Eremerasa in the Eremerasa III Elementary School Cluster. The goal of the project was to create a Wordwall-assisted Pancasila Education e-book and assess its viability, usefulness, and efficacy in raising students' learning interest and tolerance.

1. Characteristics and Features of Wordwall-Assisted Pancasila Education Learning on Tolerance and Interest in Learning

The results of observations indicate that students' learning interest was initially low, as reflected in their lack of attention, low participation, and passive engagement during the learning process. In addition, students' tolerance had not developed optimally, particularly in collaborating with peers

from different backgrounds, respecting differences, and resolving conflicts through discussion.

These circumstances are impacted by instructors'

continued reliance on traditional teaching techniques and the restricted use of interactive digital devices in the classroom. This result is in line with earlier research showing that less dynamic learning settings can lower student engagement and restrict opportunities for character development.

The created Wordwall-assisted e-book offers interactive, collaborative, contextual, and captivating learning features. Students are actively involved through reflection, discussion, and game-based learning activities. This active involvement supports not only cognitive understanding but also social interaction, which is essential for fostering tolerance.

From a theoretical perspective, This result is consistent with constructivist learning theory, which highlights that knowledge and attitudes are formed through active participation and social experiences. Through collaborative activities, students learn to respect others' opinions and develop tolerance in real learning situations.

2. Conceptual Design of Wordwall-Assisted Pancasila Education E-books on Tolerance and Interest in Learning

The conceptual design of the e-book integrates several learning activities, including reflection, reading, discussion, campaigns, and interactive games using Wordwall. These activities are designed to provide meaningful learning experiences that connect students' prior knowledge with new concepts.

The inclusion of visual and interactive elements helps students understand abstract concepts, such as tolerance, more concretely. In addition, game-based activities create a more enjoyable learning atmosphere, which increases students' motivation and engagement.

The concepts of student-centered learning, in which students actively participate in creating knowledge and values in addition to being information consumers, are reflected in this design.

3. Wordwall-Assisted Pancasila Education E-books' Applicability in Promoting Tolerance and Learning Interest

Expert validation was used to assess the created e-book's viability. The findings show that the e-book satisfies the requirements for validity in terms of learning content and media design.

Despite the product's classification as legitimate, a number of enhancements were recommended, including improving the visual design, streamlining the content, and adding more precise instructions. These changes enhance the e-book's overall quality and make it more appropriate for primary school pupils.

This result indicates that combining visual elements, structured content, and interactive features is essential in developing effective digital learning media.

4. The Practicality of Wordwall-Assisted Pancasila Education E-books on Tolerance and Interest in Learning

The practicality of the e-book is reflected in the smooth implementation of learning activities and positive responses from both teachers and students. The learning process was conducted effectively according to the planned stages, indicating that the e-book is easy to use in classroom settings.

Teachers reported that the e-book helped them deliver the material more efficiently, while students found the learning activities interesting and easy to understand. The integration of Wordwall games plays an important role in increasing students' enthusiasm and participation.

These findings suggest that practical learning media should not only be easy to use but also capable of creating an engaging and interactive learning environment.

5. The Effectiveness of Wordwall-Assisted Pancasila Education E-books on Tolerance and Interest in Learning

The effectiveness of the Wordwall-assisted e-book is demonstrated by the improvement in students' tolerance and learning interest. Students in the experimental class showed better results compared to those in the control class.

The increase in tolerance can be attributed to collaborative learning activities that require students to interact, share ideas, and respect differences. In the meantime, the usage of interactive and game-based learning, which makes the learning process more pleasurable, influences the rise in learning interest.

Crucially, this study also shows a connection between tolerance and learning desire. More engaged students participate more actively in group activities, which fosters tolerance and social interaction. This suggests that learning interest is important for both character development and cognitive outcomes.

However, the effectiveness of the e-book is also influenced by supporting factors such as teacher guidance, classroom management, and the suitability of learning materials. Therefore, the successful implementation of this media requires proper facilitation by teachers.

CONCLUSIONS

This study concludes that the Wordwall-assisted Pancasila Education e-book is a feasible, practical, and effective learning medium for improving students' tolerance and learning interest. A meaningful learning experience that promotes character and cognitive growth is produced by combining interactive elements, group projects, and game-based learning.

In theory, this study emphasises how crucial it is to combine digital learning resources with character education in order to promote social qualities like tolerance in addition to information. Additionally, it demonstrates how students' attitudes and behaviours are shaped by their active participation in the learning process.

In order to create more engaging classroom

environments, teachers should implement interactive and technology-based learning materials, according to the research. Additionally, schools are urged to assist this endeavour by offering sufficient resources and instruction.

Additionally, this method may be used in other subjects and educational settings. It is advised that future studies examine the long-term effects of digital learning resources on students' character development using a bigger

sample size.

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