



The effect of Truth or Dare wordwall media on increasing students' self-confidence

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ABSTRACT

Conventional teaching methods often fail to foster emotional engagement among students, thereby limiting active participation and the development of self-confidence, particularly in Pancasila and Citizenship Education (PPKn). Alongside this, the rise of digital technology has significantly influenced elementary education, including the adoption of interactive tools such as Wordwall, as implemented at SDN Balimester 06 Pagi, East Jakarta. This study aims to evaluate the effect of Wordwall-based *Truth or Dare* card media on enhancing the self-confidence of fifth-grade students in PPKn learning. A quasi-experimental design with a pre-test and post-test control-group model was employed, involving 60 students, equally divided into experimental and control groups. The experimental group utilized the Wordwall-based *Truth or Dare* media, while the control group continued with conventional learning methods. The findings revealed a significant improvement in students' self-confidence within the experimental group, as reflected in their increased activeness, willingness to express opinions, and participation in class discussions. These results indicate that interactive digital media such as Wordwall can serve as an innovative learning strategy to create an engaging and enjoyable classroom atmosphere.

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ABSTRAK

Metode pengajaran konvensional sering kali kurang mampu membangun keterlibatan emosional murid sehingga menghambat partisipasi aktif dan perkembangan kepercayaan diri murid, khususnya pada mata pelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn). Selain itu, perkembangan teknologi digital telah membawa perubahan signifikan dalam praktik pendidikan di sekolah dasar, salah satunya dengan adanya penggunaan media wordwall seperti yang terjadi di SDN Balimester 06 Pagi, Jakarta Timur. Penelitian ini bertujuan untuk mengevaluasi pengaruh media kartu Truth or Dare berbasis Wordwall terhadap peningkatan sikap percaya diri murid kelas V dalam pembelajaran PPKn. Penelitian ini menggunakan desain kuasi-eksperimen dengan model pre-test dan post-test control group, melibatkan 60 murid yang dibagi dalam kelompok eksperimen dan kontrol. Kelompok eksperimen menggunakan media Truth or Dare berbasis Wordwall, sedangkan kelompok kontrol tetap menggunakan metode konvensional. Hasil penelitian menunjukkan adanya peningkatan signifikan pada kepercayaan diri murid pada kelompok eksperimen. Peningkatan ini dapat dilihat dari murid yang lebih aktif, berani berpendapat, dan terlibat dalam diskusi kelas. Dengan demikian, media digital interaktif seperti Wordwall dapat menjadi alternatif strategi pembelajaran inovatif yang mendukung suasana belajar menyenangkan.

Kata Kunci: pendidikan Pancasila dan kewarganegaraan; sikap percaya diri; truth or dare; wordwall

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INTRODUCTION

The development of digital technology has revolutionized education, including by bringing learning into a more interactive and engaging domain. In elementary schools, where children are building their cognitive and social foundations, technology-based media such as Wordwall offer learning experiences that resemble marketing strategies in capturing students' attention through appealing visuals and enjoyable interactions (Arsyad, 2024). However, amid this advancement, challenges remain, particularly in Civic Education (PPKn), which requires students not only to understand national values but also to have the confidence to speak and actively participate.

Several studies still indicate that elementary school students' ability to actively participate and confidently express their opinions is often hindered by monotonous, less varied teaching methods (Sijabat et al., 2023). Lecture-based methods that dominate classroom activities tend to create a rigid, one-way learning environment, leading students to become passive and reluctant to share their ideas with peers and teachers (Khaira et al., 2023). In fact, the ability to be confident and speak up is an essential part of character building as citizens, which is intended to be fostered through Civic Education (PPKn) (Destiana & Purwanto, 2024). Based on these findings, it can be concluded that innovation in more interactive and participatory teaching methods is urgently needed to ensure that the objectives of PPKn learning are achieved not only cognitively but also support the development of students' self-confidence and communication skills (Setiawan & Haryati, 2024).

On the other hand, advances in digital technology offer teachers opportunities to design more interactive learning experiences. One alternative increasingly implemented is the use of interactive digital media, such as the Wordwall platform (Aidah & Nurafni, 2022). The use of Wordwall has been proven to help teachers present a variety of learning activities, such as educational games or interactive quizzes, making the learning environment more enjoyable and motivating students to be more emotionally and socially engaged (Khoiriyatin et al., 2025). With well-designed digital media support, teachers can create learning situations that encourage students to express their opinions, actively interact, and gradually build self-confidence. Therefore, the integration of interactive digital media such as Wordwall needs to be optimized to address the challenge of low student confidence, especially in the context of Civic Education (PPKn), which requires communication skills and active participation as a manifestation of civic values (Badung & Dollo, 2024).

Initial observations at SDN Balimester 06 Pagi, East Jakarta, revealed that many fifth-grade students lack confidence when asked to express their opinions or participate in group discussions during Civic Education (PPKn) lessons. Teachers reported that students tend to remain silent or hesitant, even when they understand the material, suggesting emotional barriers to social interaction. This phenomenon is consistent with previous studies, which found that conventional teaching methods often fail to create a learning environment that encourages students' emotional engagement (Rosyiddin et al., 2023). This low level of self-confidence becomes a critical issue, considering that PPKn aims to shape citizens who are active, courageous, and responsible.

The use of Truth or Dare card media based on Wordwall has been shown to be effective in increasing students' confidence and participation in learning (Trisniati et al., 2025). This media, similar to marketing campaigns that utilize gamification, packages learning into a game format that challenges students to either speak up (truth) or perform an action (dare) related to Civic Education (PPKn) material (Sari et al., 2020). Previous studies have shown that Truth or Dare improves cognitive learning outcomes; however, few have explored its impact on affective aspects such as self-confidence (Fatimah, 2023). The integration of Truth or Dare with the Wordwall digital platform makes learning more flexible, visual, and interactive, creating a learning experience that resembles persuasive marketing strategies (Rusnia & Suriani, 2025).

One important character that needs to be developed is self-confidence, as it serves as a fundamental foundation in both the learning process and daily life (Hamama & Ratri, 2021; Muhammad & Adnan, 2025). In the context of 21st-century education, academic abilities must be balanced with positive character traits so that students can face various challenges and adapt to ongoing developments (Laksana, 2021; Rahayu et al., 2024). However, challenges such as students' low self-confidence in speaking in class, as observed at SDN Balimester 06 Pagi, indicate the need for learning media that are not only informative but also emotionally motivating (Dhiya et al., 2024). Therefore, the issue of low student confidence in classroom participation, particularly in Civic Education (PPKn), which emphasizes the courage to express opinions as part of character education, must be addressed. This requires the development of learning approaches that not only focus on conceptual understanding but also on character building, especially students' self-confidence (Anisa et al., 2024).

Thus, by integrating technology and game elements, the Truth or Dare card media based on Wordwall is expected to create a learning environment that is enjoyable, interactive, and meaningful for students. Therefore, this study aims to examine the effect of Truth or Dare card media based on Wordwall on improving the self-confidence of fifth-grade students in Civic Education (PPKn) learning. In addition, this study is expected to describe Wordwall as a learning strategy that is not only informative but also capable of fostering students' self-confidence, thereby supporting the achievement of PPKn objectives in shaping citizens who are active, courageous, and responsible.

LITERATURE REVIEW

Technology-Based Learning in Elementary Education

Technology-based learning in elementary education uses various digital media and tools to enhance instructional quality. The use of technology enables the delivery of learning materials in a more engaging, interactive, and efficient manner (Saba, 2024; Ullah & Anwar, 2020). In addition, technology-based learning serves as an interactive medium that can encourage students' emotional and intellectual engagement in the learning process. Constructivist theory also supports the use of technology in learning approaches. This theory emphasizes that students need to construct knowledge through active interaction with their learning environment (Pramana et al., 2024). Learning through technology can provide

opportunities for students to actively interact, solve problems, and collaborate, aligning with constructivist principles that build understanding through experience and reflection (Al Abri et al., 2024).

One application of technology in learning activities is the use of Wordwall as a learning medium. Through its interactive features, Wordwall can create learning experiences that allow students to construct understanding through games and social collaboration. Digital platforms such as Wordwall enable teachers to design engaging activities, such as interactive quizzes or word games, which align with the characteristics of elementary school students who are active and visual learners (Fianto et al., 2024). Therefore, technology-based learning using Wordwall can be implemented in elementary education to develop.

Truth or Dare Card Media in Civic Education (PPKn) Learning

The use of Truth or Dare card media in Civic Education (PPKn) learning is analogous to a marketing strategy that invites audiences to participate through enjoyable challenges actively. *Truth* encourages students to reflect on PPKn material, such as explaining citizens' rights and responsibilities, while *dare* invites them to practice these values, for example through group discussion simulations (Sari et al., 2020). When integrated with Wordwall, this media becomes more dynamic, featuring tools like random wheels and interactive quizzes that enhance student engagement (Pradani, 2022).

Truth or Dare has been shown to significantly improve both learning outcomes in PPKn and student participation (Budiman et al., 2024; Fatimah, 2023). In the context of PPKn, which emphasizes national values and social interaction, this media is particularly relevant as it encourages students to speak confidently and collaborate, directly supporting the development of self-confidence. Its integration with Wordwall further strengthens this effect by providing an accessible and engaging platform, thereby creating a learning experience aligned with PPKn's goals of shaping active and confident citizens (Rodriguez-Escobar et al., 2023).

Students' Self-Confidence Attitude

Self-confidence reflects students' belief in their ability to face challenges, both in academic and social contexts. In fifth-grade students, self-confidence is demonstrated through the courage to express opinions, independence in completing tasks, and resilience in the face of criticism (Faustina & Rusli, 2025). In the context of Civic Education (PPKn), this attitude becomes increasingly important as it supports students' active participation in discussions about Pancasila values and everyday citizenship practices (Nurrahman & Lukitoaji, 2025).

Factors such as a supportive school environment, experiences of success, and appropriate learning approaches can influence students' self-confidence (Pratiwi et al., 2025). However, observations at SDN Balimester 06 Pagi indicate that conventional teaching methods, which are still frequently used in classrooms, tend to make students passive and less able to express their opinions freely. Therefore, learning strategies are needed that can create a positive learning environment, motivate students to speak up, and reduce anxiety. One

alternative is using Truth or Dare media based on Wordwall, which can create a fun and interactive learning atmosphere. Educational games combined with a guidance and counseling approach can help students reduce anxiety, increase their courage to speak in front of the class, and build self-confidence through warmer social interactions (Khusna et al., 2025).

METHODS

This study employed a quantitative approach using a quasi-experimental design with a pretest–posttest control group model. Such a design is recommended in recent methodological literature as it is effective for evaluating the impact of an intervention when full randomization is not feasible. The researcher divided the subjects into two groups: an experimental group that received treatment in the form of Truth or Dare card media based on Wordwall, and a control group that received conventional instruction. By comparing the pretest and posttest scores of both groups, changes in the dependent variable, namely students' self-confidence, can be systematically observed, even without full randomization, in accordance with the principles of quasi-experimental design as outlined in recent research guidelines in Indonesia.

Research Location and Time

This study was conducted at SDN Balimester 06 Pagi, East Jakarta, from November 2024 to January 2025. The school was selected purposively because the institution had not previously implemented a learning model using Wordwall media, particularly in Civic Education (PPKn) learning.

Population and Sample

The study population consisted of all fifth-grade students at SDN Balimester 06 Pagi, comprising two parallel classes, VA and VB, each with 30 students. The sampling technique used was total sampling (saturated sampling), in which all members of the population were included in the sample due to the population's relatively small and manageable size. In its implementation, class VA was designated as the control group, and class VB as the experimental group.

Research Procedure

The research was conducted in two main phases, namely:

1. Preparation and Instrument Validation

The first stage, Preparation and Instrument Validation, began with the development of learning tools, including the syllabus, lesson plans (RPP), student worksheets (LKPD), and the instrument blueprint designed in accordance with the learning objectives and indicators of self-confidence to be measured. After the instruments were developed, they were validated by education experts to ensure that each item or statement aligned with

the established indicators in terms of content, construction, and language. Furthermore, the validated instruments were tested on subjects with characteristics similar to the main sample. The results of this trial were analyzed using a validity test through Pearson correlation to determine the relationship between items, and a reliability test using Cronbach's Alpha coefficient to ensure the internal consistency of the instruments before being used in the main study.

2. Treatment Implementation

The treatment implementation stage involved applying different learning approaches to the two groups. The experimental group received instruction using Truth or Dare card media based on Wordwall for three sessions. This media was designed interactively, containing "truth" questions and "dare" challenges aligned with the basic competencies of Civic Education (PPKn), thereby encouraging active participation and students' confidence in expressing their opinions. Meanwhile, the control group was taught using conventional methods, including lectures and discussions, without the support of interactive digital media. To measure the effectiveness of the treatment, both groups were given a pretest before learning began and a posttest after the treatment was completed, allowing for an objective analysis of improvements in learning outcomes and students' self-confidence.

Data Collection and Analysis Techniques

Data were collected using a validated attitude scale instrument consisting of Likert-scale statements (1–5). In addition, documentation and observation were used as supporting data to examine the consistency of students' behavior during the learning process.

Furthermore, the data were analyzed using SPSS software. The analysis procedures included:

1. Normality Test using the Lilliefors method to ensure that the data were normally distributed.
2. Homogeneity Test using Levene's test to examine the equality of variances between groups.
3. Hypothesis Testing using an independent sample t-test to compare posttest scores between groups.
4. Effect Size was calculated using Cohen's d formula to determine the magnitude of the effect, with the following categories: small (< 0.2), medium ($0.2-0.8$), and large (> 0.8).

RESULTS AND DISCUSSION

The instrument used was a self-confidence attitude scale questionnaire employing a Likert scale. The data were obtained from the results of the pretest and posttest, which were then analyzed through a series of statistical tests as follows:

Data Normality Test

The Lilliefors test in **Table 1** indicates that the data are normally distributed (Sig. experimental = 0.625, control = 0.946 > 0.05), thus meeting the assumptions required for parametric testing.

Table 1. Data Normality Test

Group	Type of Test	Sig. Values	Distribution
Experiment	Pretest Posttest	0,625	Normal
Control	Pretest Posttest	0,946	Normal

Resource: Research Data, 2025

All p-values are > 0.05, indicating that the data are normally distributed and meet the assumptions for parametric testing.

Homogeneity Test

The Levene's test in **Table 2** confirms that the variances are homogeneous (Sig. pre-test = 0.340, post-test = 0.826 > 0.05), allowing the use of a pooled variance t-test. Homogeneity is important to ensure that differences between groups are caused by the treatment rather than uncontrolled data variability.

Table 2. Homogeneity Test

Group	Sig. Levene	Conclusion
Experiment	0.340	Homogen
Control	0.826	Homogen

Source: Research Data, 2025

The significance value is > 0.05, indicating that the data variances between groups are homogeneous.

Descriptive Statistics

The experimental group in **Table 3** shows an increase in the mean score from 17.10 (pretest) to 23.47 (posttest), whereas the control group increased only from 29.73 to 30.60.

Table 3. Descriptive Statistics

Group	N	Mean	SD	Minimum	Maximum
Experiment	30	29,73	3,279	23	35
Control	30	30,60	3,223	23	38

Source: Research Data, 2025

A significant difference in the mean scores between the groups is observed.

Independent Sample T-Test

The hypotheses tested are:

- H_0 : There is no effect of Truth or Dare card media based on Wordwall on students' self-confidence in Civic Education (PPKn) for fifth-grade students at SDN Balimester 06 Pagi, East Jakarta.
- H_1 : There is an effect of Truth or Dare card media based on Wordwall on students' self-confidence in Civic Education (PPKn) for fifth-grade students at SDN Balimester 06 Pagi, East Jakarta.

The basis for decision making based on t_{count} value and t_{table} :

- If $t_{count} > t_{table}$ then H_0 rejected dan H_1 accepted
- If $t_{count} < t_{table}$ then H_0 accepted dan H_1 rejected

Table 4. Paired Sample T-Test (Pretest and Posttest of the Experimental Group)

Class	N	Mean	t_{count}	t_{table}	Conclusion
Pretest Experiment Class	30	17,10			
Posttest Experiment Class	30	23,47	-0.865	2.045	Ho accepted

Source: Research Data, 2025

The paired sample t-test for the experimental group, as presented in Table 4, shows a significant improvement ($t = 2.117 > t_{table} = 2.045$, $p = 0.043 < 0.05$), supporting H_1 that the Truth or Dare media based on Wordwall affects students' self-confidence. In contrast, the control group in Table 5 does not show a significant change ($t = 0.764 < t_{table} = 2.045$, $p = 0.451 > 0.05$). With a p-value of 0.000 ($p < 0.05$), there is a significant difference between the groups.

Table 5. Paired t-test Pretest with Posttest Control class

Class	Mean	t_{count}	t_{table}	Conclusion
Pretest Control Class	29,73	0,764	2.045	Ho accepted
Posttest Control Class	30,66			

Source: Research Data, 2025

With a p-value of 0.000 ($p < 0.05$), there is a significant difference between the groups.

Cohen's d Calculation (Effect Size)

Table 6. Cohen's d Calculation (Effect Size)

Paired Samples Effect Sizes

Pair 1	Post Test Eksperimen - Pretest Eksperimen	Cohen's d	Standardizer ^a	Point Estimate	95% Confidence Interval	
					Lower	Upper
			1.474	4.321	3.154	5.479
		Hedges' correction	1.493	4.265	3.113	5.407

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

Source: Research Data 2025

The Cohen's d value in Table 6 is 4.321, and the Hedges' correction value is 4.265 for the difference between the posttest and pretest in the experimental class. These values indicate that implementing Truth or Dare card media based on Wordwall has a large effect on the self-confidence of fifth-grade students. The values of Cohen's d = 4.321 and Hedges' g = 4.265 fall into the high, even very high category, as they far exceed the minimum threshold of 0.8.

Table 7. Effect Size Test in the Control Group

Paired Samples Effect Sizes

Pair 1	Y - X	Cohen's d	Standardizer ^a	Point Estimate	95% Confidence Interval	
					Lower	Upper
			4.257	.204	-.160	.564
		Hedges' correction	4.313	.201	-.158	.556

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

Source: Research Data 2025

Based on **Table 7**, the Cohen's *d* value is 0.204 and the Hedges' correction value is 0.201 for the difference between the posttest and pretest in the control class. These values indicate that the effect on students' self-confidence is relatively small. The values of Cohen's *d* = 0.204 and Hedges' *g* = 0.201 fall into the medium category.

Discussion

The results of this study confirm that the use of Truth or Dare card media based on Wordwall significantly improves fifth-grade students' self-confidence in Civic Education (PPKn) learning. This is reflected in the experimental group's average score increasing from 17.10 to 23.47, while the control group showed only a relatively small increase from 29.73 to 30.60. This improvement in the experimental group is supported by an effect size of 4.321 (Hedges' *g* = 4.265), which falls into the very high category, indicating a strong influence of this media. The Truth or Dare media, based on Wordwall, can deliver learning materials in an engaging way, thereby increasing students' motivation and encouraging them to present themselves to the class confidently. The game elements, consisting of truth-or-dare challenges, serve as a call to action that encourages students to speak, express their opinions, and collaborate, while also reducing anxiety in social situations (Rieber, 2023).

This achievement aligns with constructivist theory, which emphasizes students' active involvement in constructing knowledge through interaction with the learning environment (Saputra & Muqowim, 2024). Wordwall's interactive features support active learning through role-playing activities, group discussions, and direct reflection on the material, creating a more dynamic learning environment where students feel safe to express their opinions (Kusnadi & Azzahra, 2024). In addition, these findings are consistent with the Multimodal Learning theory, which suggests that the combination of verbal elements (truth questions) and non-verbal elements (Wordwall visual animations) enhances learning effectiveness, as students receive information through multiple channels (Aswaruddin et al., 2025; Noël et al., 2022; Puspitarini, 2023).

These results are further supported by international studies showing that the use of digital game-based media can enhance student participation and build their self-confidence in social learning contexts. Among them, research has found that game-based learning can increase students' motivation and emotional engagement, which positively contributes to their confidence in expressing opinions (Hung et al., 2020). In addition, the use of interactive applications in socio-cognitive learning has been shown to significantly improve self-efficacy and self-confidence among elementary school students in Taiwan (Hadiapurwa et al., 2023; Zhang et al., 2024).

On the other hand, the findings show that the control group experienced only a slight increase, from 29.73 to 30.60, which was not statistically significant. This indicates that conventional teaching methods remain less effective at fostering students' self-confidence. Therefore, learning innovations that align with the characteristics of the digital-native generation are essential. In particular, integrating games and digital technology has been shown to be more engaging for elementary school students (Fatimah, 2023).

Similarly, the minimal improvement observed in the control group further highlights that conventional learning methods are less effective in developing self-confidence. The reliance on lectures and limited discussion often results in passive students and provides minimal opportunities for them to develop the courage to speak in class. This condition underscores the need for instructional innovations that align with the characteristics of digital native learners, who tend to be more interested and motivated when interactive technology and game elements are incorporated into the learning process (Fatimah, 2023).

More broadly, the results of this study contribute to achieving the Civic Education (PPKn) learning objectives. The use of Truth or Dare media based on Wordwall not only enhances students' confidence in speaking but also helps shape self-confidence, participation, and responsibility as prospective good citizens. These findings are consistent with previous studies indicating that game-based learning can significantly foster students' motivation, engagement, and self-confidence (Hartt et al., 2020; Nur et al., 2025). Thus, a digital game-based approach transforms PPKn, which was previously perceived as abstract and normative, into a subject that is more concrete, engaging, and closely related to students' real-life experiences.

This study also opens opportunities for further research, such as examining the effectiveness of Truth or Dare media-based on Wordwall in developing other social skills, including collaboration, argumentative skills, and critical thinking. This is related to the potential of digital games to stimulate critical and collaborative thinking through interactive problem-solving activities (Chen & Wu, 2023; Yusup & Mastoah, 2025). In addition, future studies may explore the use of this media across diverse student characteristics, for example, comparing introverted and extroverted students. This is important because game-based learning experiences may produce varying psychological effects depending on individual traits and autonomy needs (Lodere et al., 2020; Tamrin & Masykuri, 2024)

Overall, the results of this study enrich the literature in elementary education, particularly in the context of developing students' self-confidence through the implementation of technology- and game-based learning media. Digital game-based learning plays an important role in fostering 21st-century skills, such as communication, collaboration, and self-confidence (Kavak, 2022; Lisa & Muthohar, 2024). Therefore, the findings of this study can serve as a reference recommendation for educators and practitioners in designing innovative learning strategies that are relevant to the characteristics of the digital generation while supporting the goals of 21st-century education.

CONCLUSION

Based on the study's results, it can be concluded that the use of Truth or Dare card media on Wordwall has a positive and significant effect on improving the self-confidence of fifth-grade students in Civic Education (PPKn) learning. This media can create an engaging, challenging, and interactive learning environment, thereby motivating students to perform, express their opinions, and speak confidently in public. The findings also indicate that implementing digital games in character education can be an effective strategy for developing students' affective aspects, particularly at the elementary school level. With a high effect size, it can be concluded that the Truth or Dare media on Wordwall practically enhances students' self-confidence, supporting the hypothesis proposed in this study.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest related to the publication of this article. The authors also affirm that all data, analyses, and contents of this article are free from plagiarism and represent original work based on research conducted independently and responsibly.

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