Wordwall in the Era of Information Openness: Strengthening Students' Freedom of Expression

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Sections Info	ABSTRACT
	Objectives: *This study aims to analyze the effectiveness of using Wordwall as a learning medium in strengthening students' freedom of expression within the principles of Pancasila Democracy in junior high school students.* ***Method:*** *Using qualitative approach with a descriptive design, data were collected through survey, depth interview, observation, and documentation at State Junior High School 12 Surabaya.* ***Results:*** *The result show that Wordwall effective being implemented at State Junior High School 12 Surabaya with N-gain score 78% This research found that integrating Wordwall with Problem-Based Learning (PBL) significantly reinforces students' abilities in several areas: 1) understanding of freedom of expression; 2) understanding of Pancasila democracy; 3) attitudes and behaviour in expressing opinions; 4) availability to analyze information; and 5) encouraging student freedom of expression. The challenges in this research were faced by both students and teachers, such as technical problems and limited internet connection. These outcomes collectively contribute to developing students' democratic competence and their awareness of expressing opinions responsibly in accordance with Pancasila Democracy.* ***Novelty:*** *The novelty of this reach lie in interrogation of the use of technology in learning media, Wordwall, in the Framework of Pancasila democracy into freedom of expression learning, offering.*

INTRODUCTION

One important aspect of human rights affected by globalization is freedom of expression (De Varennes, 1996, 2021). In this global era, these right faces significant threats, as violations related to privacy, freedom of movement, peaceful assembly, participation in public affairs, have increasingly emerged (Tchinaryan et al., 2020). Freedom of opinion and expression are fundamental rights with both personal and social dimensions, considered essential for individual development, necessary for the functioning of society, and a key foundation of any democratic nation (Howie, 2018). The rapid expansion of globalization has also introduced diverse media platforms, with social media becoming one of the most influential. Indonesia, guided by Pancasila must emphasize education that blends traditional cultural identity with global awareness (Sanmee, 2024). However, studies show a cultural shift among the younger generation, who tend to prefer Western culture over preserving their own national heritage (Noorawhita, 2021). This influence on Indonesian democracy has also contributed to changes in societal attitudes, making people more receptive to modern principles such as freedom of expression (Harefa et al., 2025).

Pancasila upholds freedom of expression as a fundamental right guaranteed by the 1945 Constitution (Junius Fernando et al., 2022). But freedom of expression on social media is sometimes exercised irresponsibly, resulting in conflict and harmful behaviours (Kouroupis & Vagianos, 2021). In the current era of open information, two major challenges emerge: hate speech and the spread of fake news. Hate speech typically involves violent, aggressive, or offensive language targeting specific groups based on

shared characteristics, often amplified through the internet and social media, and rooted in power imbalances (Castaño-Pulgarín et al., 2021). In Indonesia, hate speech among youth is closely linked to political ideology, identity, nationality, and ethnicity (Margono et al., 2024). Mansur et al., (2021) also found that teenagers are often drawn to headlines alone without verifying the content before sharing it, contributing to the rapid dissemination of fake news.

Freedom of expression is an essential liberty that is crucial for any society and considered as a vital requirement for a person to fully develop in a democratic society (Junius Fernando et al., 2022). In this research, freedom of expression is defined as students' competence in understanding freedom of expression and Pancasila democracy, and demonstrating appropriate attitudes and behavior in expressing opinions, possessing the ability to analyze information. Education plays an important role in shaping people's abilities, such as critical thinking, moral reasoning, and communication skills, which will strengthen their freedom of expression. Simultaneously, education can strengthen freedom of expression that is liberal but ethical, aligned with Pancasila democracy. Pancasila democracy is a framework adopted by Indonesians, which means everything must be in harmony with Pancasila (Rahima, 2024).

In Indonesian educational settings, Pancasila Education is a primer subject for K-12 students to learn about Pancasila democracy. This democracy is not only about history-philosophy, principle, mechanism, culture, and values but also about their implementation. Since the 2022 national curriculum, Merdeka Curriculum, has been committed to shifting to a practical learning model (Santika & Tripayana, 2025). The Merdeka Curriculum encourages the use of problem-based learning (PBL) in learning activities. PBL focuses on learning through a practical problem, giving students an opportunity to solve it. This learning approach enhances students' active participation in learning by discussion, improving their analytical thinking competencies. At the same time, students enter cognitive development stages that enable the development of critical thinking, which is both useful in an academic context and highly relevant for addressing real-world challenges (Hasanah et al., 2024). That means PBL can become students' personal development tools (Rodiyah, 2022). This learning model can be integrated with technology in the form of interactive media. The use of this technology is intended to ensure that learning material becomes more contextual, engaging, and meaningful for the students (Shefira et al., 2024). One of the interactive media that can be used to support learning is Wordwall. Word Wall is an educational game platform that can be utilized as a tool to provide a variety of digital content, including graphics, animations, and videos (Aini et al., 2024).

The focus of this study is to examine the effectiveness of using Wordwall as a learning medium in strengthening students' freedom of expression within the principles of Pancasila Democracy. This study offers a novel contribution by reconceptualizing freedom of expression not merely as a legal or normative right, but as an ethical civic competence that can be intentionally cultivated through educational practices grounded in Pancasila democracy. Unlike prior studies this research provides empirical classroom-

based evidence on how democratic expressive skills—such as articulating opinions, constructing reasoned arguments, and demonstrating responsibility in expression—can be strengthened through pedagogy. Furthermore, this study introduces an innovative instructional model by integrating Problem-Based Learning (PBL) with the Wordwall interactive digital platform in Pancasila Education at the secondary school level. The research questions are: (1) How does the integration of Wordwall within a Problem-Based Learning framework facilitate students' freedom of expression in Pancasila Education classes? (2) In what ways does Wordwall-supported PBL enhance students' abilities to articulate opinions, construct arguments, and demonstrate ethical responsibility in expressing ideas? (3) What challenges and limitations arise in implementing Wordwall-based PBL to cultivate responsible freedom of expression within the principles of Pancasila democracy?

RESEARCH METHOD
Research methods refer to the procedures and techniques applied by researchers to collect and analyze data according to the research goals. State Junior High School 12 Surabaya is selected because it lacks implementation of technology in the learning process, especially in teaching freedom of expression. This research focused on teaching freedom of expression and involved one class of 34 students. Only one class was used because of time limitations and limited resources. The presence of sufficient facilities to implement the technology also supports the research process (Nainggolan, 2024). This study employed a quantitative-qualitative approach. The quantitative method used a quasi-experimental design, while the qualitative method applied a descriptive design in which data were collected through surveys and in-depth interviews. Both support broader exploration of how the use of Worldwall strengthens the freedom of expression of students.

Two types of data sources were used: primary and secondary. There were two primary data: test, survey, and in-depth interviews. Tests were conducted to examine the effectiveness of Wordwall in strengthening students' freedom of expression. The test is developed based on the syllabus in the form of multiple-choice tests with 10 questions. Primary data was obtained a survey with students and through interviews with both students and teacher. Secondary data came from academic articles, reference books, and other relevant materials. These secondary sources served to enhance and validate the primary data by offering a wider context for interpretation (Pederson et al., 2020). Researchers also do direct observations at the school to capture authentic conditions without interference. In addition, documentation was used to strengthen the credibility of the findings and improve the overall reliability of the research (Ahmed, 2024).

This research employed a quasi-experimental method with a one-group pretest–posttest design. This design was chosen to measure changes in students' competencies before and after the implementation of Wordwall, thereby allowing an evaluation of its influence (N. Ramadhani et al., 2025). The research involved only one class as the research subject; therefore, two tests were administered: a pretest conducted prior to the implementation and a post test administered after the intervention. As a result, two sets

of data were obtained and compared to identify differences between conditions before and after the use of Wordwall. This research used One-Group Pretest-Posttest design.

Table 1. One Group Pretest-Posttest Design

Pretest (Q1)	Intervention (X)	Posttest (Q2)

To know how the use of Wordwall was in improve the freedom of expression N-Gain is used. The N-gain score is a comparison of the highest gain scores obtained by students (Ramdhani et al., 2020). The N-gain formula according to Hake (2002) is formulated as follows:

$$\text{N-Gain} = \frac{Spost - Spre}{Smaks - Spre}$$

After that, the N-Gain scores were calculated and grouped to see how Wordwall in improving students' critical thinking skills. The effectiveness was determined using the following ranges (Aziz et al., 2020):

Table 2. N-Gain Effectiveness Interpretation Category

Percentage	Description
< 40	Ineffective
40-55	Less Effective
56-75	Quite Effective
> 76	Effective

The qualitative method was used after the post-test had been conducted, through surveys and in-depth interviews. This survey uses these indicators to determine the condition of students: 1) understanding freedom of expression; 2) understanding of Pancasila democracy; 3) attitudes and behaviour in expressing opinions; 4) ability to analyze information; and 5) encouraging student freedom of expression. such as teacher roles, student responses, and institutional challenges. The following is an explanation of the assessment scale given to the effectiveness of Wordwall implementation: 1.) Very Good (81-100%): All aspects of assessment indicators are fulfilled. The impact is seen in the significant number of students that can meet all requirements for each indicator; 2.) Good (61-80%): Most aspect of assessment indicators is fulfilled. Only some of requirements that cannot be attained by students; 3.) Sufficient (41-60%): Some aspects of assessment indicators are fulfilled. More than half of requirements can be attained by students; 4.) Poor (1-40%): Most assessment indicators are not fulfilled. Only some of requirements that can be attained by students.

In-depth interviews were conducted directly with the informants using structured interview guideline. These interviews focused on exploring teachers' and students' responses to the use of Wordwall in the learning process regarding the challenges and the limitations they encountered while using the platform. The purpose of these interviews was to gain a deeper understanding of participants' perspectives and

experiences, as well as to capture the human dimension of learning that directly influences their academic activities and daily classroom practices.

The process of concluding included a thorough analysis to identify patterns and relationships within the data. An inductive analytical approach was applied, meaning conclusions emerged from specific information gathered through interviews, observations, and documentation. Conclusions in this study were formulated using data triangulation, a process that compares findings from multiple data collection techniques to ensure consistency and strengthen the validity of the results (Donkoh, 2023). The outcomes of this research are expected to contribute meaningfully to the freedom of expression within the framework of Pancasila democracy in the open information era. Through a systematic and valid research process, this study offers a comprehensive understanding of the role of the media Worldwall in teaching and strengthening freedom of expression.

RESULTS AND DISCUSSION
Results
Implementation of PBL integrated with interactive media specifically Wordwall in State Junior High School 12 Surabaya shows promising result. Students can explain expression boundaries, understand the importance of respecting diversity, and demonstrate implementation of Pancasila's Values. Wordwall also helps them distinguish information critically. This learning activity also has positives impact on students' attitude and behavior in giving opinion. Both interactive and supportive environment make students motivated to participate (Sipahutar & Harahap, 2025). Therefore, freedom of expression operates smoothly alongside values of Pancasila democarcy in the era of information openness.

Statistics Description
Following calculating the score in pretest and posttest, this is the N-Gain Result.

Table 3. Descriptive statistics

Ngain	78.1162
Minimum	50.00
Maxium	100.00
Std. Deviation	17.49

Based on the results that was calculated using SPSS 23, the N-Gain score was 78%, which falls into the effective category. Therefore, it can be concluded that the use of Wordwall shows a positive improvement in improving freedom of expression among grade IX junior high school students.

Survey Result
In this survey, we measure the ways of Wordwall supporting PBL enhance students' abilities to construct opinions and arguments responsibly. We conduct this survey after

the student take post-test. This result has five indicators to show how student respond in the implementation of Wordwall.

Table 4. Assessment scale of Effectiveness in Implementing Wordwall at State Junior High School 12 Surabaya.

Indicators	Percentage (%)	Category	Description
Students' Understanding of Freedom of Expression	99	Very good	Almost all students can explain about freedom of expression and the example
Students' Understanding of Pancasila Democracy	99	Very good	Almost all students feel that Pancasila Democracy guide them in social media use
Students' Attitudes and Behaviour in Expressing Opinions	83	Very good	Almost all students implement pancasila when commenting an isue in social media
Students' Ability to Analyze Information	78	Good	Most of the students are able to be aware of information validity through data
Encouraging Students' Freedom of Expression	81	Very good	Almost All students have support in freedom of expression

Based on the interview with the students, the implementation of Wordwall has challenges and limitations. Here is the result of Wordwall challenges and limitations.

Table 5. Challenges and Limitations in Implementing Wordwall at State Junior High School 12 Surabaya

Factors	Challenges and Limitation	Description
Students	The text is small	One of the students said, "The writing is a bit small, so it's hard to read." Wordwall has zoom in option, this statement shows lack of experience in using Wordwall, as it was their first time using it.
	The board is too full	One of the students said, "The board is sometimes too full." This shows students' lack of experience because student can edit the board by choosing the template.

Factors	Challenges and Limitation	Description
Teachers	Depending to Wordwall as the only source	One of the students said, "Wordwalls make us dependent on technology and become lazy to read books."
	Lack of color	One of the students said, "Needs more color to make it interesting." Shows the need of teachers to guide students in order to use another the template.
	Need more examples	One of the students said, "Words are too simple, need examples." Shows the need of writing more comprehensive explanation with examples.
System	Internet Connection	One of the students said, "I waited a long time when I wanted to open Wordwall because it's loading" Shows the need of stability of connectivity system.

Discussion

The use of Wordwall

Unprecedented modern technology has notable influence on learning activities, require teachers stay updated and adapted to technology (Annisa et al., 2025). As a result, the use of technology in the learning process has become increasingly common. This study employs Wordwall as a learning medium to strengthen students' freedom of expression. In the era of information openness, where various forms of information can be accessed within seconds, it is essential to cultivate students' ability to express their opinions responsibly within the framework of Pancasila values. Based on the research findings, Wordwall has proven to be contextually effective in supporting this objective.

The use of technology in learning helps teachers create new and interesting learning experiences (Mhlongo et al., 2023). Previous studies show that game-based learning can improve students' thinking skills, motivation, engagement, and digital literacy (Rzabayeva et al., 2024). Wordwall is a digital learning platform based on games that provide various interactive activities. Research by Restu et al., (2023) shows that Wordwall helps teachers develop digital literacy and creativity in Civics Education. This finding is further supported by Rahmasari et al., 2022), who reported that the use of Wordwall significantly improves students' learning outcomes in Pancasila Education.

To strengthen student freedom of expression, teachers must build an environment that makes students feel safe to express their opinion and ideas. Ayyub et al., (Ayyub et al., 2025) state that the interactive features of Wordwall make the assessment process less intimidating and more enjoyable, which helps create a positive learning atmosphere. As an assessment tool, Wordwall not only measures students' performance but also

supports their emotional comfort during learning activities. Therefore, by reducing anxiety and creating a supportive learning environment, Wordwall enables students to express their ideas and opinions more freely and confidently, in line with the values of freedom of expression within the framework of Pancasila.

Students' Understanding of Freedom of Expression

Technology-based learning, through Wordwall, has given a more comprehensive understanding of freedom of expression to the students. With the use of interactive media, students will get used to solving problems step by step. After that students will develop a mindset that states challenge as a part of the learning process. The use of digital learning media, such as Wordwall, boosts students' motivation in learning (Amanullah, 2020). This motivational act serves as a stimulus fostering students' resilience in learning (Ramadhani et al., 2024). In this phase, the student is not only passively receiving information but also actively involved in understanding construction. This condition enables students to differentiate constructive opinion and hate speech.

Digital learning media such as Wordwall create a pleasant learning experience by means of educational games that cover the visualization of the lesson key (Nahampun et al., 2024). This feature makes Wordwall highly suitable for learning abstract concepts in freedom of expression. Wordwall supports students to experience a simulation of phenomena in information transparency era. According to Jainiyah et al (2023) student involved actively owing to attractiveness of Wordwall's value, significance, and benefit. When students are required to be active considering, discussing, and doing the democracy value in daily life, indirectly they become aware of the rules and boundaries in freedom of (Santoso & Marzuki, 2025). Consequently, those motivation and practical activity make the students understand freedom of expression.

Students' Understanding of Pancasila Democracy

The implementation of Wordwall in fostering interactive and reflective learning emphasizes that Pancasila democracy value can be acknowledged in practical manner. The study presents that students understand Pancasila Democracy both as a normative concept and a real practice such as discussion, toleration, and recognition of diverse opinions. Alongside game Wordwall also has other features such as quiz, survey, and discussion (Kariyati et al., 2024). Wordwall arrangne feedback for students, so students can analyze their own understanding (Kuklick & Lindner, 2023). Those features enable students to participate in Pancasila democracy by demanding the ability to dialogue and to evaluate information. In this information transparency era, the most relatable democratical practice is participative democratic. Wordwall provides changing templates to maintain student participation progressively (Utami et al., 2022). Indirectly, the implementation of Wordwall embeds Pancasila Democracy values.

Students' Attitudes and Behaviour in Expressing Opinions

Through Wordwall, students can understand the principles and boundaries of freedom of expression. These conditions enable students to demonstrate behavior reflecting respect for diverse viewpoints (Annisa et al., 2025). When learning to use Wordwall

students gain knowledge fostering both understanding and habits, as a result students tend to show well-mannered attitude (Janakiraman et al., 2021).

Students also showed independence and discipline in completing learning tasks such as discussion using Wordwall. This aligns with the ability of Wordwall to facilitate independent learning by providing resources that can be accessed outside class, so that students can discuss among themselves (Sufraini et al., 2024). The potentiality of Wordwall to create enjoyable learning experience can make students more comfortable, fostering courage to give their opinion during discussion (Asmadi, 2022). This outcome portrays a positive impact of Wordwall on students' attitude and behaviour.

Students' Ability to Analyze Information

The implementation of Problem Based Learning (PBL) in learning integrating with Wordwall proves to strengthen student ability to analyze information. The ability to do this task is called analytic thinking: which is an ability to analyze, organize, and evaluate the information given (Hidayat et al., 2024). In the era of open information, such skills have become crucial for navigating the digital environment. This creates an environment rich in the quantity of information but not necessarily in its quality (Ahmad et al., 2023). The ability to analyze information becomes essential for determining the truthfulness of the content individuals encounter. The foundation of freedom of expression relies on the truthfulness and trustworthiness of information; when information is accurate and verified, it fully deserves protection under freedom of expression (Machowicz, 2022). Therefore, by strengthening students' ability to identify truthful and credible information, their freedom of expression is also improved.

Encouraging Students' Freedom of Expression

One of the important factors in strengthening student freedom of expression is to encourage them to express themselves. With the affirmative response, students will build confidence in their expression. When learning in class actively involves the student and a teacher support, student freedom of expression can thrive (Conner et al., 2024). When teachers positively acknowledge students—through applause, verbal praise, or even extra points— students feel safe and unafraid to ask questions, respond, or disagree. Such appreciation helps build students' self-confidence (Febriana et al., 2024). School environment also contributes significantly; schools that allow students the freedom to express themselves create habits and interactions that help students understand their own rights and responsibilities, leading to responsible and respectful expression (Lesilolo et al., 2015).

Students with higher levels of cognitive thinking are generally more confident in expressing their ideas because they know how to articulate opinions responsibly and evaluate the possible consequences of their speech (Thijs et al., 2024). To support this, learning media such as Wordwall provide a safe space where students can share their thoughts freely, while the PBL method teaches them to form arguments, make decisions, and present ideas based on the information they gather. Improvements in students' communication abilities have also been observed. The integration of Wordwall games increases classroom engagement, shown by students' active participation, enthusiasm in discussions, and growing confidence in expressing their opinions during lessons

(Rahman et al., 2025). Wordwall further motivates students to take part actively in the learning process (Widhiatama & Brameswari, 2024). These findings indicate that Wordwall not only acts as a safe space for students but also encourages them to participate more deeply in learning activities, helping them express their ideas without fear. This media can also serve as a tool to evaluate how well students express their thoughts and understand the concept of freedom of expression.

Challenges and Limitations in Implementing Wordwall

As students and teachers are unaccustomed to Wordwall-supported PBL, demand for adaptability limit Wordwall user's ability to explore it maximally. Owing to this condition, learning materials lack visual interest including the small text, full board, and lack of color used in Wordwall (Ruhiyat et al., 2024). The students said Wordwall is really interesting, however, some students noted that technical challenges such as difficult signaling could detract from their learning experience (Dewi et al., 2024). This shows the need of stable signal when using Wordwall. The students' feeling of interest in Wordwall also make them become lazy to search other sources such as book because it is more compatible with their learning style in this technology advancement era (Pido & Sujitno, 2022). This shows the importance of integrating Wordwall with other learning media and materials so that students can enjoy interactive learning without ignoring other sources. While students enjoy interactive activities, too many questions can be a challenge that overwhelms them. This highlights the importance of balancing the number of questions so that students do not feel overwhelmed and stay focused in the learning process (Faradisa & Suharto, 2024).

CONCLUSION

Fundamental Findings: The implementation of integrating Wordwall and Problem Based Learning (PBL) is effective in strengthening freedom of expression show in N-Gain result, 78%. WordWalls enhanced with PBL can enhance freedom of expression by strengthening: 1) students' understanding of freedom of expression; 2) students' understanding of Pacaila democracy; 3) students' attitudes and behaviour in expressing opinions; 4) students' ability to analyze information; and 5) encouraging student freedom of expression. These findings exhibit a positive correlation between the use of digital learning media and students' understanding of the Pancasila Democracy framework, showing that such media can serve as an effective effort to educate the younger generation in an era of open information. In its implementation, there were still challenges and limitations for both teachers and students, such as technical problems, internet connection issues, and students becoming less motivated to search for other learning sources. **Implications:** This research is important in integrating digital learning media to strengthen students' understanding of democratic principles, particularly within the Pancasila Democracy framework. This approach can support the effort in preparing the younger generation to express their opinion safely and responsibly. **Limitation:** There are few limitations in this research. The research was conducted in only one class, which limits the diversity of participants and prevents the findings from being generalized to a broader population. Additionally, the study focused on a single digital learning media, making it vague whether other learning media would produce similar

outcomes. Therefore, further research is necessary to ensure whether different digital learning media can have the same results. **Future Research:** Future studies are encouraged to involve a wider and more diverse range of students with varying backgrounds, as well as to examine the use of different digital media. Further research could also examine additional values related to freedom of expression, such as students' understanding of responsible expression on social media and their ability to recognize, avoid, and respond to hate speech and fake news.

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