

# The Validity of the Wordwall-Based Alphabet Fishing Educational Game in Optimizing Language Development in Children Aged 4–5 Years

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| ARTICLE INFO                                                                                                                                                                                                                                                                                                                                                | ABSTRACT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>Article history:</b><br/>Received: July 18, 2026<br/>Accepted: August 13, 2026<br/>Available online on:<br/>August 14, 2026</p> <hr/> <p><b>Keywords:</b><br/><i>Educational Game; Abjad Fishing; Wordwall; Media Validity; Language Development</i></p> <hr/> <p>Copyright ©2026 by Authors.<br/>Published by Universitas Muhammadiyah Tangerang</p> | <p>Developing language abilities in early childhood requires appropriate stimulation, with recognizing letters serving as one of the essential foundational skills. Preliminary observations at TK Aisyiyah Bustanul Athfal Glodog revealed that learning activities were still dominated by conventional media, indicating the need for more interactive learning media suited to children's characteristics. This inquiry examined whether the Wordwall-supported Abjad Fishing Educational Game conformed to established validity criteria as an instructional resource for cultivating language abilities among children between four and five years of age. A developmental research framework was adopted by drawing on the ADDIE model, with the investigation specifically confined to its development phase. The research involved 17 children in Group A at TK Aisyiyah Bustanul Athfal Glodog, while the validation process involved two media experts and two material experts. Data were collected through four-point Likert-scale</p> |

validation questionnaires and analyzed descriptively using percentage analysis. The results showed that the media validation obtained an average feasibility score of 94.38%, categorized as highly valid, while the material validation achieved 80.84%, also categorized as highly valid. The developed media was considered attractive, easy to use, appropriate for children's language development characteristics, and capable of integrating hands-on educational games with digital technology. Therefore, the Wordwall-based Abjad Fishing Educational Game is valid and feasible for use as a learning medium to optimize the language development of children aged 4–5 years.

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### **Introduction**

Educational developments in the 21st century call for a learning process that is no longer teacher-centered but rather learner-oriented, through active, creative, collaborative, and communicative learning experiences that leverage advances in digital technology. Contemporary learning in the twenty-first century places considerable weight on the cultivation of four core competencies: critical reasoning, creative capacity, effective communication, and collaborative engagement, which must be instilled from an early age. Educators are therefore called upon to craft inventive learning encounters through the purposeful integration of technology-enhanced media, allowing instruction to become more relevant, stimulating, and attuned to the learning tendencies of digitally immersed students (Alwi & Kurniawan, 2024;

Najmi et al., 2024; Ngili & Yudha, 2024).

At the Early Childhood Education (PAUD) level, the implementation of 21st-century learning continues to prioritize the principle of learning through play. Play is a child's primary activity that provides hands-on learning experiences, thereby optimally stimulating all aspects of development. Educational games are an effective learning tool because they integrate play and learning in a fun environment. Through educational games, children have the opportunity to explore, solve problems, communicate, interact with their environment, and actively build knowledge in accordance with their stage of development (Hewi et al., 2024; Nuryani Pancawati et al., 2024). Therefore, the development of innovative educational games is one of the relevant strategies for supporting early childhood learning in the digital age.

As educational technology continues to advance, the use of interactive digital media is becoming increasingly common in early childhood education. One widely used platform is Wordwall, a browser-accessible platform encompassing diverse forms of game-based learning activities that can be tailored to learning objectives. Wordwall provides engaging learning activities through a combination of images, animations, sounds, and real-time feedback, thereby increasing children's engagement during the learning process (Alwi & Kurniawan, 2024; Hartati et al., 2024). However, the independent use of digital media does not yet fully align with the learning characteristics of

young children, who still require concrete learning experiences through the manipulation of real objects. Therefore, there is a need for learning materials that integrate hands-on play with digital technology so that children can have a more meaningful learning experience.

One aspect of development that needs to be optimally stimulated in children aged 4–5 years is language development. Language development denotes a child's growing capacity to comprehend linguistic input and convey meaning through language as a tool for communicating, expressing ideas, understanding symbols, and interacting with their surroundings. According to the Child Development Achievement Standards (STPPA), language development at ages 4–5 includes the ability to understand language, express oneself through language, and develop early literacy skills—such as recognizing letter symbols, naming letters, associating sounds with letter symbols, and using simple vocabulary in daily life. These skills serve as an important foundation for the development of literacy, which will help prepare children for the next level of education (Istiqomah & Rocmah, 2024; Puteri Rizanti & Hidayatullah, 2024).

Nevertheless, findings drawn from initial classroom observations and teacher interviews conducted at the Aisyiyah Bustanul Athfal Glodog Preschool indicate that language development stimulation for children aged 4–5 years has not yet been carried out optimally. Learning activities are still dominated by the use of worksheets, simple letter

cards, and teacher explanations, so children tend to be passive and easily lose focus. The learning materials currently in use have not yet been able to optimally integrate play-based activities with digital technology. As a result, some children still have difficulty recognizing letter symbols, naming letters, associating letters with their sounds, and verbally communicating what they have learned during learning activities. Such circumstances underscore the demand for instructional resources that foster lively and pleasurable learning encounters while remaining responsive to the developmental profiles of young learners.

Various previous studies have shown that educational games and Wordwall-based media have the potential to support early childhood learning. (Noviasari et al., 2024) reports that computer-based educational games can support children's early literacy development through fun learning activities. (Barokah et al., 2024) concluded that the incorporation of Wordwall can invigorate learners' motivation and deepen their involvement throughout instructional activities. The study (Dinda Suci et al., 2024) It also shows that the development of digital educational games is an effective tool for introducing early literacy to young children. In addition, (Luh Ketut Renatha Handayani et al., 2025) found that educational games using Wordwall can stimulate the cognitive abilities of young children through interactive learning activities.

Despite the growing body of related scholarship, a careful

examination of prior findings reveals an area that remains insufficiently explored. Existing investigations have generally treated digital learning media and educational games as separate developmental products, while their evaluations have largely been confined to measuring effects on children's academic performance or early literacy attainment. Research specifically aimed at validating the effectiveness of a newly developed learning medium—which integrates the “Alphabet Fishing” manipulative game and the Wordwall platform—as a tool to optimize language development in children aged 4–5 years remains very limited. In addition, there has not been much research focusing on the validity of media as a prerequisite before it is implemented in the learning process.

This study introduces a distinctive contribution through the creation of the Wordwall-based educational game “Abjad Fishing,” which integrates hands-on play with interactive digital media through the use of QR codes on each letter card. This integration enables children to have a learning experience that simultaneously engages their motor, language, and cognitive skills, as well as their use of technology. Unlike previous studies, which have primarily developed manipulative games and Wordwall separately, this study focuses on the process of validating the media to ensure the appropriateness of its content, appearance, usability, and alignment with the language development characteristics of 4–5-year-old children before it is implemented in learning activities.

Drawing upon the foregoing discussion, the present investigation seeks to establish the extent to which the Wordwall-based “Abjad Fishing” educational game as a learning medium for optimizing the language development of 4–5-year-old children, as assessed as established through appraisals conducted by instructional media specialists and subject-domain authorities. The study is anticipated to furnish an empirical foundation for designing pedagogically sound and inventive instructional resources that correspond with the distinctive learning patterns of young children within contemporary educational settings.

### **Methods**

The study is situated within a Research and Development (R&D) framework and is directed toward creating a Wordwall-based educational game called “Abjad Fishing” that is valid as a learning tool for optimizing the language development among four- to five-year-old learners. The methodological procedure was structured around the ADDIE framework, encompassing five sequential components: analysis, design, development, implementation, and evaluation. In this article, the discussion focuses on the results of product development and validation during the development phase, the implementation and evaluation phases are not discussed because the investigation is primarily concerned with establishing the validity of the instructional product produced through the development process.

The study was conducted at Aisyiyah Bustanul Athfal Glodog Preschool, with 17 children in Group A aged 4–5 years involved as the target users of the developed media. The validation process involved four expert validators, consisting of two media experts and two subject-matter experts. The validators were selected purposively based on their academic and professional expertise relevant to the aspects being evaluated. The media experts were selected based on their expertise in educational media and learning technology, particularly in assessing the visual presentation, design quality, usability, functionality, and technical feasibility of learning media. Meanwhile, the subject-matter experts were selected based on their expertise in early childhood education and child language development, particularly in assessing the appropriateness of learning content, the accuracy of concepts, the suitability of language, and the alignment of the media with language development indicators for children aged 4–5 years. The selection of experts was intended to ensure that the developed Wordwall-based Abjad Fishing educational game was assessed from both media and content perspectives before being implemented with children. The development process begins with the analysis phase, which involves analyzing learning needs and the developmental patterns underlying language acquisition among four- to five-year-old children, together with identifying the challenges teachers face in providing language development stimulation. The results of the analysis show that the



learning materials currently in use are still conventional in nature, so there is a need for innovative materials that can integrate play-based activities with digital technology.

The design phase involved developing the Wordwall-based educational game “Abjad Fishing,” tailored to the characteristics and language development indicators of children aged 4–5 years. At this stage, the design of the media, learning materials, game rules, visual elements, color schemes, and illustrations is developed, and validation instruments used to assess the product’s suitability are created.

Next, during the development phase, the media that had been designed were developed into products ready for validation. The products were then evaluated by two media experts and two content experts. The media experts assessed aspects of appearance, design, ease of use, technical quality, and the media’s appeal, while subject-matter experts assess the material’s alignment with the language development milestones for 4–5-year-olds, the accuracy of the content, the presentation of the material, and the media’s usefulness in learning. In addition, one classroom teacher provided feedback to the media as input for improving the product. The suggestions and feedback provided by the validators were used as the basis for revising the developed media. Specifically, revisions were made to improve the appearance, design, ease of use, technical quality, and attractiveness of the media based on the recommendations from the media experts.

Improvements were also made to the content to ensure its accuracy, clarity, and suitability for the language development milestones of 4–5-year-old children. In addition, the presentation of the learning materials was revised to make the instructions and activities more understandable and engaging for children. Several components, including the layout, illustrations, text, instructions, and learning activities, were adjusted based on the validators' comments. These revisions were intended to improve the usability, appropriateness, and effectiveness of the media before it was implemented in the learning process.

The research instrument consisted of a validation questionnaire designed using a four-point Likert scale with the following score categories: 4 (very good), 3 (good), 2 (fair), and 1 (poor). The media expert validation questionnaire was used to measure the aspects of appearance, ease of use, technical quality, and media design, while the content expert validation questionnaire was used to assess the alignment of the content with the language development indicators for children aged 4–5 years. The teacher feedback survey was used to gather input on the practicality of using media in the classroom.

The validation results were analyzed using quantitative descriptive analysis, specifically percentage analysis, to determine the media's validity level. The suitability percentage was calculated using the following percentage formula.

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Notes:

P : Percentage

$\sum x$  : Total respondent scores

$\sum xi$  : Total scores

The percentage results were then interpreted based on established media feasibility criteria. The feasibility criteria were adapted from Arikunto's percentage-based classification, which has been widely applied in educational media development research (Arikunto, 2007). The interpretation of the percentage scores is presented in Table 1.

Table 1 Percentage Values

| Percentage            | Feasibility Criteria |
|-----------------------|----------------------|
| $P > 80 \%$           | Highly Feasible      |
| $61\% < P \leq 80\%$  | Feasible             |
| $41\% < P \leq 60 \%$ | Fairly Eligible      |
| $20\% < P \leq 40\%$  | Less Eligible        |
| $P \leq 20\%$         | Not Eligible         |

## Result and Discussions

This study produced an educational game called “Alphabet Fishing,” based on Wordwall, which was developed as a learning tool to introduce letters to children aged 4–5 years. The instructional product was constructed within a Research and Development (R&D) framework, progressing through a sequence of procedures comprising the identification of learning needs, conceptual product planning, and the production of the proposed educational tool, expert validation, revision, and product refinement. The product was designed by integrating a hands-on game—specifically, an activity involving “fishing” for letters—with interactive digital media via the Wordwall platform, thereby creating a learning experience that is active, enjoyable, and aligned with the learning characteristics of young children.

The media researcher kit consists of a set of fish featuring the letters A–Z, a magnetic fishing rod, a game board, and a QR code linked to the Wordwall game. Children “fish” for letters using the fishing rod, then name the letter and its sound, and continue the activity through the digital game on Wordwall. This combination of hands-on and digital activities allows children to gain visual, auditory, and kinesthetic learning experiences, making the learning process more meaningful.

Before being used in the classroom, the media were validated by two faculty members specializing in media and two faculty members specializing in the subject matter. The media experts’ validation covered aspects such as appearance, design, technical quality, ease of use, and

interactivity, while the subject matter experts' validation covered the alignment of the content with the language development milestones for children aged 4–5, the accuracy of the material, its presentation, and the use of language.

Based on the validation results, the media received a “highly suitable” rating from both media experts and subject matter experts. The validators provided several suggestions for improving the media before it was implemented. The suggestions from the validators were subsequently addressed through several revisions.

The first suggestion from the subject matter expert (Validator 1) was to adjust the teaching module to the assessment rubric and improve the criteria and descriptions in the assessment rubric. In response, the teaching module was revised and aligned with the assessment rubric, and the criteria and descriptions were adjusted to ensure consistency between the learning activities and the assessment indicators.

The second suggestion from the subject matter expert (Validator 2) was to provide written examples of words below the pictures in all word-arranging activities and to add sound effects corresponding to the pictures. These suggestions were addressed by adding word labels below the pictures and incorporating appropriate sound effects into the relevant Wordwall activities. These revisions were intended to make the learning content clearer and more engaging for children.

The media expert (Validator 1) suggested providing a guidebook

containing the rules and procedures for using the game. This suggestion was addressed by developing a guidebook that explains the rules and procedures for playing Abjad Fishing, making it easier for teachers to implement the media during learning activities.

Meanwhile, the media expert (Validator 2) suggested revising the card format by increasing the size of the letters in comparison with the pictures. The card design was therefore revised by enlarging the letters so that they were more prominent and easier for children to recognize. This revision was made to improve the readability and visual clarity of the media.

All suggestions from the validators were addressed during the revision process before the media was implemented in the learning activities. The revisions resulted in improvements to the teaching module, assessment rubric, game instructions, card design, word labels, and sound effects. Thus, the final product was considered more appropriate for supporting children's ability to recognize letters.

**Table 2 Validity According to Media Experts**

| No | Validator   | Total Score | Average Validity | Score Validity Percentage (%) | Category               |
|----|-------------|-------------|------------------|-------------------------------|------------------------|
| 1. | Validator 1 | 72          | 3,60             | 90,00%                        | <b>Highly Feasible</b> |

|                                           |             |    |                 |        |                        |
|-------------------------------------------|-------------|----|-----------------|--------|------------------------|
| 2.                                        | Validator 2 | 79 | 3,95            | 98,75% | <b>Highly Feasible</b> |
| <b>Average Validity Score</b>             |             |    | 3,78            |        |                        |
| <b>Average Feasibility Percentage (%)</b> |             |    | 94,38%          |        |                        |
| <b>Material Feasibility Category</b>      |             |    | Highly Feasible |        |                        |

**Tabel 3 Suitability according to subject matter experts**

| No                                            | Validator   | Total Score | Average validity score | Feasibility percentage (%) | Category        |
|-----------------------------------------------|-------------|-------------|------------------------|----------------------------|-----------------|
| 1.                                            | Validator 1 | 4<br>8      | 4,00                   | 80%                        | Feasible        |
| 2.                                            | Validator 2 | 4<br>9      | 4,09                   | 81,67%                     | Highly Feasible |
| <b>Valid average score</b>                    |             |             | 4,04                   |                            |                 |
| <b>Feasibility average in percentegae (%)</b> |             |             | 80,84%                 |                            |                 |
| <b>Feasibility Material Category</b>          |             |             | Highly Feasible        |                            |                 |

The validation results show that the Wordwall-based “Alphabet Fishing” educational game has an excellent level of suitability and can therefore be used as a learning tool to help 4–5-year-olds recognize letters. The positive evaluations from the validators indicate that the tool

meets the criteria for content substance, instructional design, visual presentation, ease of use, and alignment with the developmental characteristics of young children.

The main strength of this medium is the integration of hands-on play and digital technology. Children not only observe letter symbols but also engage in activities such as “fishing for letters,” naming letters, matching letters to their sounds, and then reinforcing their understanding through interactive games on Wordwall. These activities provide a multisensory learning experience because they simultaneously engage visual, auditory, and kinesthetic aspects. This approach aligns with the learning characteristics of young children, who find it easier to understand concepts through hands-on experiences and play-based activities. In addition to enhancing conceptual understanding, these play-based activities also encourage children’s active engagement throughout the learning process.

The evidence yielded by the present investigation is consonant with the conclusions reported by (Nugraheni et al., 2025) which states that integrating Wordwall-supported games into instruction can heighten children’s enthusiasm and sustain their active participation throughout learning activities.

When instructional activities are embedded within a game-based format, they tend to foster a more enjoyable and inviting learning atmosphere, making children more motivated to participate in the



learning process. In addition, (Fitria & Ummah, 2023) halso explain that using Wordwall makes it easier for children to understand the learning material and boosts their enthusiasm for learning through engaging and interactive activities.

From a language development perspective, the media developed in this study supports early literacy through activities such as fishing for letters, naming letters, recognizing letter sounds, and matching letters through digital games. While (Salsabila et al., 2025) ound that Wordwall-based literacy games can enhance vocabulary and language skills in young children, the present study contributes a distinctive combination of hands-on letter-fishing activities and interactive digital games focused specifically on letter recognition. This integration provides children with repeated and engaging opportunities to recognize letter shapes, names, and sounds in both physical and digital learning activities.



**Figure 1.** Wordwall digital learning

The media developed also provides a more meaningful learning experience because it combines concrete and digital activities. Children not only interact with digital devices but also manipulate real objects through letter-fishing activities. This type of learning experience gives children the opportunity to develop motor coordination, concentration, language skills, and thinking skills in an integrated manner. This is consistent with the results of research (Faizatunisa & Kuniati, 2024) which states that a combination of hands-on play and digital media is more effective in helping children understand basic concepts than conventional learning.

From a teacher's perspective, this tool is considered practical because it is easy to use, easy to prepare, and can be tailored to learning

objectives. Teachers can also utilize various game templates on Wordwall based on the developmental indicators they wish to achieve. This flexibility makes the tool relevant to the imperatives of contemporary education, which place particular emphasis on the use of digital technology without sacrificing the hands-on learning experiences that are essential for young children.

Overall, the validation results indicate that the Wordwall-based “Alphabet Fishing” educational game is a highly suitable learning medium for supporting letter recognition among children aged 4–5 years. The media and material validation results reached 94.38% and 80.84%, respectively, both categorized as highly suitable after revisions based on the validators’ suggestions.

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