

Implementation of Digital Word Wall Media Based on Local Culture in Improving Reading Literacy of Elementary School Students

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Abstract

This study analyzes students' reading skills decline at SD Negeri 2 Rejoso based on the education quality report card for the past three years. The difficulties faced by students include information comprehension, critical thinking, and ethical development. The study aimed to improve reading literacy skills using Word Wall digital learning media integrated with local culture in Gondang Winangun. The method used was a Systematic Literature Review (SLR), which analyzed 25 journal articles from 2019 to 2024. Inclusion criteria included articles that addressed the use of digital media in reading learning, while exclusion criteria eliminated irrelevant studies or did not focus on the primary education context. The data analysis techniques used were qualitative and quantitative analysis. The review results showed that 80% of the articles analyzed reported improvement in students' reading ability after applying Word Wall media. This finding confirms the importance of developing and implementing locally relevant digital learning media to improve reading literacy among primary school students.

Keywords

Culture; Reading Literacy Skill; Word Wall

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1. INTRODUCTION

The reading literacy skills of children around the world are a major concern, especially in the era of globalization that demands these skills (Safitri et al., 2022). Data from the Program International Assessment of Adult Competencies (PIAAC) shows that reading literacy levels in many countries, including Indonesia, are still low (Marhamah & Mulyadi, 2020). This indicates that children in many parts of the world, including Indonesia, face serious challenges in mastering reading skills essential for education and everyday life.

In Indonesia, the issue of reading literacy is increasingly urgent (Faridah et al., 2022). The reading ability of primary school-age children in Indonesia shows alarming figures (Islam Sarker et al., 2019). Poor reading skills at an early age have the potential to affect their academic performance at higher education levels (Mar'atussolichah et al., 2024). The transition from learning to read to read to learn, which occurs at the end of primary school, requires a strong foundation for children to understand more



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complex subject matter (Odofin et al., 2024).

At the local level, SD Negeri 2 Rejoso has experienced a significant decline in reading literacy results based on education quality reports over the past three years. This suggests that early intervention is crucial to improve students' reading literacy skills at school (Wallace et al., 2000). Many factors influence the success of literacy teaching, such as teaching methods, learning media, and parental support, but many schools in resource-limited areas have not implemented innovative methods (Bowyer-Crane et al., 2008).

There is a gap in existing research, where most focus on the use of digital learning media without integrating local wisdom (Wallace et al., 2000). Previous research shows that digital learning media such as Word Wall can improve reading skills, but no one has specifically examined the application of this media with a local cultural context (Pourhosein Gilakjani & Sabouri, 2016). This is important considering the richness of Indonesian culture that can be utilized to increase students' interest in learning (Mokhlis & Abdullah, 2025).

Therefore, this study aims to explore the potential of local culture in Gondang Winangun and the effectiveness of using Word Wall media in improving students' reading literacy skills at SD Negeri 2 Rejoso. This research will provide new insights about learning strategies integrating digital media and local culture to improve reading literacy skills.

By combining educational technology and local wisdom, this research aims to create an innovative and adaptive learning experience (Maryani et al., 2025). Hopefully, this approach will improve students' reading literacy skills and introduce them to important cultural values, thus shaping their character and personality as a cultured next generation.

2. METHODS

This research uses the Systematic Literature Review (SLR) method to find, evaluate, and interpret research findings relevant to "Implementation of Digital Word Wall Media Based on Local Culture in Improving Reading Literacy of Elementary School Students". The SLR method includes several structured, systematic stages (Creswell & Creswell, n.d.), as follows:

Research Question

The first step is to formulate a clear and specific research question (Kemmis et al., 2014).

Literature Search

The literature study data were collected through article searches in several databases, including Google Scholar, ERIC, and JSTOR. The search was conducted using the Publish or Perish (PoP) application with the keywords "Reading Literacy of Elementary Students and Game-based Learning Media", with a time limit from 2019 to 2024. A total of 50 initial articles were collected.

Article Selection

The articles found were screened through a rigorous selection process based on inclusion and exclusion criteria (Sugiyono, 2013).

Table 1. Criteria

Criteria	Inclusion	Exclusion
Article Type	Peer-reviewed journals and conferences	Non-peer-reviewed articles and reports
Language	Indonesian and English	Other languages

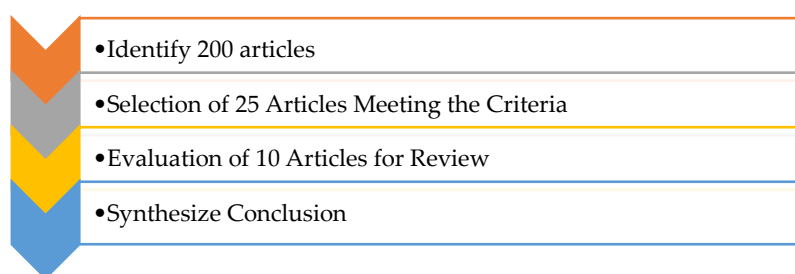
Criteria	Inclusion	Exclusion
Year of Publication	2019 - 2024	Before 2019
Research Focus	Digital learning media in literacy	Research outside the context of basic education

Next, 10 articles were selected for in-depth review. The analysis technique used was content analysis, which allows researchers to identify key themes and patterns from existing research (Pedoman et al., 2016). This involved coding the data, grouping themes, and drawing conclusions based on relevant findings (Creswell & Creswell, n.d.).

Synthesis and Conclusion

The results of the analyzed articles were presented in the form of a synthesis that explained each article's contribution to the research question. Conclusions are drawn based on the analysis conducted (W.Creswell & N.Poth, 2018).

The following is a Prisma flowchart to show the article selection process:



By following the steps above, this research seeks to provide a comprehensive understanding of how the use of digital-based learning media can improve the reading literacy skills of primary school students, taking into account the local cultural context.

3. FINDINGS AND DISCUSSIONS

The implementation of Word Wall in literacy learning at SD Negeri 2 Rejoso, integrated with the local culture of Gondang Winangun, showed several significant benefits. Based on the literature review, the following are the main findings related to the use of Word Wall:

Improved Reading Skills

The quiz and game activities designed using Word Wall allow students to practice reading in an interactive and fun way (Nepo, 2017). This helps students understand the content and meaning of the texts presented, especially those related to folklore and local traditions (Hadianto et al., 2022).

Student Engagement

The integration of local cultural elements in the Word Wall activity increases students' interest in participating in learning (Mcgonigal, 2005). Students are more interested in reading when the material they are learning relates to their culture and traditions, increasing engagement and participation in discussions (BOZAK, 2021).

Local Identity Development

By learning about local culture through learning activities, students can understand their identity as part of the Gondang Winangun community (Shao & Purpur, 2016). Group discussions facilitated by Word Wall on the value and meaning of local culture provide opportunities for students to build a deeper understanding of their community (Menezes, 2012).

Critical Thinking Skills

The use of Word Wall in the context of literacy culture also had a positive impact on the development of students' critical thinking skills (Hadianto et al., 2022). Through quizzes and reading exercises, students are trained to analyze and process the information they receive (Kure et al., 2023).

Table 2. Improving Elementary School Students' Reading Literacy Ability through a Digital-Based Learning Media Approach

No.	Researcher and Year	Journal	Result	Digital Media
1.	(Azmi et al., 2024)	The Influence of Word Wall Learning Media on Students' Beginning Reading Ability	This study was conducted using a pre-experiment-post-experiment design involving one class. The pretest and posttest were carried out twice by the researcher. Initial tests are given to students to determine their initial abilities. After that, the class was given Word Wall media learning treatment. At the end of the study, students were given additional tests to assess their abilities after treatment. To evaluate the improvement in students' reading learning abilities, it is hoped that the research steps described will show relevant conditions when the pretest and posttest results are compared.	Word Wall
2.	(Alessiya & Utoyo, 2024)	The Influence of Word Wall Media on the Literacy Abilities of Class 1 Students at SDN Plamongansari 02 Semarang	Word Wall media, compared to just videos and PowerPoint, makes students more engaged and involved in the lesson. The advantages of using Word Wall include students becoming more active and involved in lessons, increasing student concentration, and helping them learn independently. In addition, it has been proven to be more effective than conventional and media-free learning methods.	Word Wall
3.	(Hikma, 2024)	Utilization of Anagram-Assisted Word Wall Media in Improving Imagination in Fantasy Text Writing Skills	Word Wall media is an educational game students can use to understand fantasy text learning and express ideas and stories. Apart from that, with various features designed, teachers can use it to support fantasy text learning and stimulate student creativity. The feature used in this research is an Anagram to increase the imagination of fantasy text writing skills. The research results show that the use of technology, especially through Word Wall media, effectively increases the imagination of fantasy text writing skills.	Word Wall
4.	(Kurnia et al., 2023)	Implementasi Media Game Edukasi Word Wall untuk Meningkatkan Hasil Belajar Siswa Kelas IV	Digital learning media not only does not makes students bored but also makes online learning fun. WhatsApp, Zoom, Google, and e-learning are digital media used for learning. Various digital learning	Word Wall

No.	Researcher and Year	Journal	Result	Digital Media
5.	(Wityastuti et al., 2022)	SDN Mojoroto 4 Kota Kediri Implementation of the Use of Digital Learning Media during the COVID-19 Pandemic	resources enable learning to be effective, especially during the COVID-19 pandemic. Digital learning media not only does not makes students bored but also makes online learning fun. WhatsApp, Zoom, Google, and e-learning are digital media used for learning. Various digital learning resources enable learning to be effective, especially during the COVID-19 pandemic.	WhatsApp, Zoom, Google, e-Learning
6.	(Dan & Siswa, 2023)	Utilization of the Word Wall Application to Improve Student Literacy and Numeracy	The Word Wall application is a learning technology that teachers can use in the classroom. This research shows that using the Word Wall application can improve student learning outcomes in sub-literacy and numeracy. However, using Word Wall requires adequate internet support, so teachers must prepare sufficient facilities and infrastructure to apply it.	Word Wall
7.	(Widiya et al., 2024)	Implementation of Word Wall Media in PPKn Learning to Improve the Literacy Skills of Peterongan Elementary School Students	Word Wall media can help students convey material in a fun way, so that learning can be achieved by increasing the percentage of literacy skills.	Word Wall
8.	(Alessiya & Utoyo, 2024)	Development of Science Teaching Materials Assisted by Word Wall Games Using the PjBL Model to Improve Literacy and Numeracy Skills in Elementary School Students	Science teaching materials assisted by Word Wall games using the PjBL model have been successfully developed, validated, and proven effective in increasing the literacy and numeracy of class V students at SDN 44 Cakranegara. This teaching material is valid, reliable, and practical in print and digital (PDF) form. This success allows teachers to develop similar teaching materials on different topics. However, you need to pay attention to using a stable internet connection when using the Word Wall game to ensure the learning process runs smoothly.	Word Wall
9.	(Apriliana et al., 2024)	The influence of the Picture Word Inductive Model assisted by Classpoint and Word Wall on Reading Comprehension Ability in terms of Reading Interest of Class II Elementary School Students	Class II Santaka Elementary School students improve their reading skills with the PWIM model and the help of classroom media points and walls of words. Word Walls and classroom points increase student engagement in lessons.	Word Wall

No.	Researcher and Year	Journal	Result	Digital Media
10.	(Cahyaningsih & Prastowo, 2024)	Word Wall: Cognitive Assessment Learning Media Innovation to Improve Critical Thinking Abilities of Madrasah Ibtidaiyah Students	Implementing Word Wall as a cognitive assessment medium can improve critical thinking skills. The benefits of using Word Wall help teachers train students to use information and communication technology. Students are more enthusiastic and happy about carrying out assessments. Students are serious about working on assessment questions based on high-level thinking. Word Wall trains students to work on high-level questions, such as the types often appearing in computer-based national assessments (ANBK) and Indonesian madrasa competency assessment questions (AKMI).	Word Wall

The analysis results show that using digital media, especially Word Wall, in learning reading literacy at SD Negeri 2 Rejoso is very effective and efficient. Some important points from this analysis are:

Effectiveness of Word Wall Media

Word Wall media allows students to learn in a fun way through various interactive activities (Youssef et al., 2022). With a game-based learning model, students are more motivated to participate (Wulandari et al., 2025).

Variety of Views and Activities

The diverse displays in Word Wall prevent student boredom. The varied activities, such as quizzes and games, keep students' interest high throughout the learning process (Huda et al., 2025).

Praise and Ranking

The system of praising and ranking student groups creates a positive, competitive atmosphere. This encourages students to try better in answering questions and improve their learning outcomes (Sarifah et al., 2025).

Student Engagement

In comparing using Word Wall and conventional methods, such as video or PowerPoint, students showed higher levels of engagement when using Word Wall (Bergdahl et al., 2020). They more actively participated in the lesson and showed improved concentration (Mujtahid et al., 2021).

Independent Learning

Word Wall also helps students to learn independently. With access to interactive activities, students can practice reading outside of school hours and hone their skills individually (Wibowo et al., 2025).

The use of Word Wall media in reading literacy learning is proven to have a significant positive impact. Students not only engage more actively in learning, but also show improvement in their reading skills. Fun and interactive activities help them understand the material better and maintain their attention throughout the lesson (Mcgonigal, 2005).

The praise and ranking system in learning creates an atmosphere that supports student collaboration while motivating them to achieve better results. This shows that the psychological aspects

of learning also play an important role in the successful use of digital media (Yoshida, 2008). While these findings show positive results, some limitations need to be noted. Firstly, this analysis does not include quantitative data that can measure specific improvements in reading skills. In addition, the study was limited to one school, so the generalizability of the results may not apply in a wider context. There are opportunities for further research, especially in exploring the use of other digital media and comparing their effectiveness with traditional learning methods. Further research could also investigate the long-term impact of using Word Wall in different contexts and how the integration of local culture can be further maximized in learning activities.

Thus, this study not only provides insights into the effectiveness of Word Wall but also opens up opportunities for further innovation in learning methods involving digital media and local culture.

Table 3. Grouping of Journals Based on Research Methods

No.	Researcher and Year	Journal	Research Method
1.	(Azmi et al., 2024)	The Influence of Word Wall Learning Media on Students' Beginning Reading Ability	Pre-Experimental Quantitative (Pre-Experimental Design) with a one-group pre-test-post-test design
2.	(Alessiya & Utoyo, 2024)	The Influence of Word Wall Media on the Literacy Abilities of Class 1 Students at SDN Plamongansari 02 Semarang	Quantitative With a Quasi-Experimental Design, Pretest-Posttest One-Group Type
3.	(Hikma, 2024)	Utilization of Anagram-Assisted Word Wall Media in Improving Imagination in Fantasy Text Writing Skills	Descriptive qualitative
4.	(Kurnia et al., 2023)	Implementasi Media Game Edukasi Word Wall untuk Meningkatkan Hasil Belajar Siswa Kelas IV SDN Mojovento 4 Kota Kediri	Classroom Action Research
5.	(Wityastuti et al., 2022)	Implementation of the Use of Digital Learning Media during the COVID-19 Pandemic	Qualitative Descriptive Analysis
6.	(Dan & Siswa, 2023)	Utilization of the Word Wall Application to Improve Student Literacy and Numeracy	Qualitative Descriptive Analysis
7.	(Widiya et al., 2024)	Implementation of Word Wall Media in PPKn Learning to Improve the Literacy Skills of Peterongan Elementary School Students	Classroom Action Research
8.	(Alessiya & Utoyo, 2024)	Development of Science Teaching Materials Assisted by Word Wall Games Using the PjBL Model to Improve Literacy and Numeracy Skills in Elementary School Students	R&D using the Dick and Carey Method
9.	(Apriliana et al., 2024)	The influence of the Picture Word Inductive Model assisted by Class point and Word Wall on Reading Comprehension Ability in terms of Reading Interest of Class II Elementary School Students	(Factorial Design Two Factor Experiment) Or what is commonly known as an experiment with a 2 x 2 factorial design
10.	(Cahyaningsih &	Word Wall: Cognitive Assessment Learning Media Innovation to Improve Critical	Qualitative Approach to Case

No.	Researcher and Year	Journal	Research Method
	Prastowo, 2024)	Thinking Abilities of Madrasah Ibtidaiyah Students	Study Method

According to the research table above, it can be seen that journals are grouped based on research methods consisting of quantitative, descriptive qualitative, Class Action Research (PTK), and R&D. In the quantitative method there are four journals, the descriptive qualitative method there are three journals, the Classroom Action Research (PTK) method there are two journals, and the R&D method there is one journal.

The application of Word Wall media in reading literacy learning at SD Negeri 2 Rejoso showed positive results. Some important points of this finding are:

a. Consideration of Student Factors

Teachers must consider students' abilities and interests when designing Word Wall activities. By understanding student characteristics, teachers can adjust the content and types of activities accordingly to increase student engagement.

b. School Resources

The availability of resources, such as internet access and digital devices, also plays an important role in successfully using Word Wall. Schools with adequate facilities can expand the use of this medium in learning.

c. Educational Objectives

The use of Word Wall should be in line with the educational objectives to be achieved. The activities designed should support the development of reading and text comprehension skills, especially those related to the local culture of Gondang Winangun.

d. Learning Outcomes

Students at SD Negeri 2 Rejoso showed significant improvement in reading skills after using Word Wall. They can better comprehend and analyze the given text and are more enthusiastic in participating in reading activities.

e. Student Interest and Enthusiasm

By integrating local culture in the Word Wall activity, students' interest and enthusiasm for reading literacy increased. They feel more connected to the material being taught, which supports the development of deeper understanding.

The application of Word Wall media in reading literacy learning at SD Negeri 2 Rejoso provides a more interactive and interesting learning experience for students. Teachers can create relevant and useful activities considering students' abilities and interests. Thus, students not only learn to read, but also relate learning to their local culture.

Using a Word Wall helps students develop a strong understanding of the material taught. The fun and game-based activities encourage students to participate more actively, which improves their learning outcomes. In addition, integrating local culture makes learning more contextual and meaningful. However, there are some limitations in this study. Firstly, this analysis does not include more in-depth quantitative data regarding improving students' reading skills. In addition, this study focuses on one school, so the results may not be generalizable to other contexts.

There are opportunities for further research, especially in exploring various other digital media in literacy learning. Further research could investigate the long-term impact of using Word Wall and how this approach can be applied in other schools with different cultural backgrounds. Thus, this study

provides valuable insights into the effectiveness of using Word Wall in literacy learning and opens up opportunities for further innovation in teaching methods that combine technology and local culture.

4. CONCLUSION

Based on the information above, the following summary includes the main findings, research implications, limitations, and recommendations for future research. Using Word Wall media integrated with Gondang Winangun local culture proved to be an effective strategy in improving students' reading literacy skills at SD Negeri 2 Rejoso. By linking learning with the local cultural context, students learn to read and appreciate, and preserve their cultural heritage. The interactive and fun learning experience through Word Wall increases student engagement and helps them develop literacy skills more deeply. This research shows that integrating local culture in digital learning media can create a holistic and meaningful learning experience. This has the potential to positively impact students' literacy and identity development. Teachers can use Word Wall to increase students' interest and enthusiasm in literacy learning, making education more relevant and engaging. Some of the limitations of this study include the lack of quantitative data supporting specific improvements in reading skills. In addition, the focus of the study on only one school reduces the generalizability of the results to a wider context. This study has also not explored external factors that may affect the effectiveness of using Word Wall in learning. Further research is recommended to explore other digital media in reading literacy and compare their effectiveness with traditional learning methods. In addition, further research can be conducted in various schools with different cultural backgrounds to test the generalizability of the findings. Research can also investigate the long-term impact of using Word Wall in literacy learning and how the integration of local culture can be further maximized in teaching and learning activities.

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