

**ARTICLE**

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# Acceptability Of The “Dasunse” Website-Based Learning Media with The Merdeka Learning Pathway in Elementary Schools Across West Java

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**Abstract**

The development of digital technology has encouraged the use of interactive learning media such as Wordwall and Crossword Labs in the teaching and learning process. This study aims to evaluate the level of usability of the two applications using the System Usability Scale (SUS) method. The SUS method was chosen because of its ease and effectiveness in measuring user satisfaction with the system. Data were collected through the SUS questionnaire from respondents who had used both applications in the learning context. The instrument used was the SUS questionnaire consisting of 10 statement items. The study was conducted with a descriptive quantitative approach to 85 teacher respondents. The results showed that the average SUS score for Wordwall and Crossword Labs was 86, which was in the "Excellent" category. This shows that the Wordwall and Crossword Labs applications have a satisfactory level of usability in the very good category. These findings provide an overview that both applications are worthy of being used as interactive learning media that can increase student motivation and engagement.

## 1. INTRODUCTION

The rapid development of information and communication technology has brought significant changes to various aspects of life, including the field of education. In today's digital era, the use of technology has become an urgent necessity for all educational stakeholders in order to adapt to the fast-paced and dynamic demands of the times. Technology no longer functions merely as a supporting tool, but also as a bridge that expands access, increases efficiency, and enriches teaching and learning experiences (Lifia Yola Febrianti, 2022).

The integration of technology in education enables learning processes to be

more flexible, interactive, and engaging. Through the internet and digital devices, students and educators can access information and learning resources anytime and anywhere, without being constrained by space and time. Furthermore, technology creates opportunities for distance learning (e-learning), online collaboration, and more varied content delivery through visual, audio, and interactive media (Iskandar et al., 2023). Amid the challenges of globalization and the Industrial Revolution 4.0, the importance of technology utilization in education has become increasingly evident—not only to improve learning quality, but also to create inclusive and relevant education that prepares future generations to face forthcoming challenges.

Therefore, the integration of technology into the education system is a strategic step that must continue to be promoted to achieve high-quality and competitive education (Idris HM Noor, 2011).

The shift in learning paradigms refers to a fundamental change in how education is implemented, particularly as a result of advances in digital technology. Education can no longer rely solely on traditional methods, but must adapt to rapid technological developments in order to maintain optimal educational quality (Sucipto, 2020). Digital technology has now become an integral part of the teaching and learning process, influencing how students and teachers interact, access, and process information (Yunansah et.al., 2022; Wahid et.al., 2023; Wahid & Asrina, 2024).

The learning paradigm has shifted from a teacher-centered model to a student-centered approach. In traditional systems, students tend to be passive recipients of information from teachers or textbooks. Contemporary learning, however, requires students to be more active through methods such as project-based learning, group discussions, simulations, and the use of interactive media. Technology enables students to learn anytime and anywhere while providing unlimited access to learning resources (Sinaga & Firmansyah, 2024).

Consequently, the role of teachers has evolved from being mere transmitters of information to facilitators and guides of the learning process. Students are expected to be independent, creative, collaborative, and equipped with 21st-century skills such as critical thinking, communication, and digital literacy. This paradigm shift brings positive impacts in the form of more personalized, adaptive, and future-oriented learning (Sriyanta, 2023). Nevertheless, challenges also arise, including infrastructure readiness, the enhancement of teachers' digital competencies, and equitable access to technology for all learners. Learning paradigms in the digital era demand education that is more flexible, interactive, and oriented toward the development of 21st-century skills. This transformation is not

merely an option, but a necessity to ensure that younger generations are prepared to face the challenges of the modern digital world (Herlambang, 2021; Herlambang & Abidin, 2022; Permana et.al., 2024).

The advancement of digital technology has significantly influenced education, particularly in the methods and media used in classroom learning. One innovation that is increasingly utilized is interactive learning media, such as Wordwall and Crossword Labs. These media offer more engaging and enjoyable learning experiences, and are able to enhance student involvement and motivation in the learning process. Interactive learning media not only facilitate teachers in delivering instructional materials, but also increase student participation, motivation, and comprehension.

Wordwall, as a web-based platform, allows teachers to design a variety of interactive educational activities such as quizzes, games, and puzzles through a user-friendly interface. The main advantage of Wordwall lies in its ability to present learning materials in a visual, interactive, and customizable manner, thereby improving students' understanding and learning outcomes (Sari et al., 2020). Similarly, Crossword Labs provides features for creating customized crossword puzzles aligned with lesson topics, encouraging critical thinking, vocabulary expansion, and deeper conceptual understanding in an enjoyable way (Malinah & Jamaludin, 2023). Both applications offer attractive learning alternatives, particularly in online and hybrid learning environments.

Research findings indicate that the use of interactive media such as Wordwall and Crossword Labs has proven effective in increasing students' learning interest, engagement, and learning outcomes across various educational levels (Nataliya, 2019; Yusri, 2020). Thus, the utilization of interactive learning media not only supports the creation of an active and collaborative learning environment, but also serves as an innovative solution to address the

challenges of learning in the current digital era.

Despite their advantages, the effectiveness of these learning media largely depends on their usability. The concept of usability in the context of interactive learning media is crucial, as it determines how effectively, efficiently, and satisfactorily the media can be used by teachers and students during the learning process (Indartiwi et al., 2020). Applications with complex, confusing, or non-user-friendly interfaces may instead hinder teaching and learning activities. Therefore, it is essential to evaluate the usability level of learning media to ensure that they optimally support educational processes.

Ease of use is a key factor that allows students and teachers to operate media such as Wordwall, Crossword Labs, or other digital learning platforms without difficulty. Effective media should also enhance student engagement and learning motivation by providing interactive and appealing content.

## 2. METHOD

This study employed a quantitative approach aimed at determining the usability level of two interactive learning media applications—Wordwall and Crossword Labs—using the System Usability Scale (SUS) method. The respondents were teachers as users of interactive learning media, totaling 114 participants to obtain representative and valid data. Data were collected through a questionnaire.

The primary instrument used was the SUS questionnaire, consisting of 10

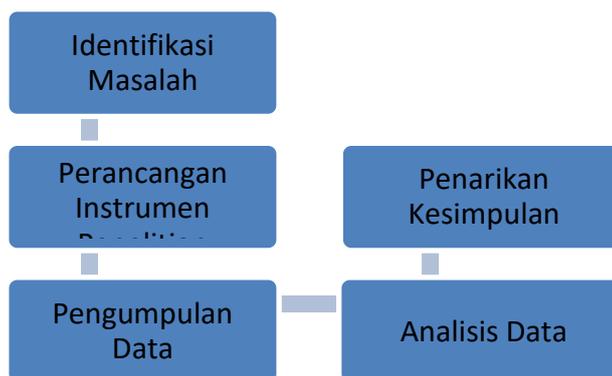
User satisfaction is another important usability indicator, as enjoyable and easily accessible interactive learning media can increase students' interest in learning and encourage independent study. Media that can be accessed through various devices and support diverse learning styles further strengthen accessibility, making education more inclusive and relevant to the needs of today's digital generation (Sawitri et al., 2024).

In this context, the System Usability Scale (SUS) serves as a simple yet effective measurement tool for evaluating the usability of a system or application. Through SUS, users can provide quantitative assessments of ease of use, efficiency, and satisfaction in using an application. Therefore, this study analyzes the extent to which Wordwall and Crossword Labs meet usability standards as interactive learning media, based on the perceptions of actual users within an educational context

standard statements measured using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). This questionnaire was designed to assess aspects of user satisfaction, ease of use, system complexity, and efficiency (Alam & Puji Rahayu Kurniasih, 2024).

The research was conducted through a series of procedures illustrated in the research stages, as shown in Figure 1.

Figure 1. Research Steps



In the initial stage, problem identification was carried out through interviews with classroom teachers, observations, and direct monitoring of the learning process of IPAS (Science and Social Studies) in Grade V at SDN Karapiak 01. These observations aimed to gather information regarding IPAS learning practices in the classroom, as well as to identify common issues or obstacles encountered during the learning process. Subsequently, the research scope was

**3. RESULT AND DISCUSSION**

**Result**

The analysis of indicator measurement (outer model) was conducted to ensure that the measurement model is appropriate and valid in explaining the

formulated in accordance with the research objectives, so that the findings could provide effective solutions for improving IPAS learning.

The next stage involved designing an instrument in the form of a questionnaire to evaluate the usability of Wordwall and Crossword Labs using SUS. Table 1 presents the list of questionnaire statements related to user experience satisfaction based on usability dimensions.

relationships between latent variables and their respective indicators. The following figure presents the outer model resulting from the analysis of the relationships between latent variables and their indicators.

Tabel 1. SUS Questionnaire List

No	Questionnaire Items:
1	I think that I would like to use Wordwall and Crossword Labs as learning media.
2	I find Wordwall and Crossword Labs unnecessarily complex to use.
3	I find Wordwall and Crossword Labs easy to use.
4	I think that I would need the support of a technical person to use Wordwall and Crossword Labs.
5	I find that the various functions in Wordwall and Crossword Labs are well integrated.
6	I think that there is too much inconsistency in Wordwall and Crossword Labs.
7	I would imagine that most people would learn to use Wordwall and Crossword Labs very quickly.
8	I find Wordwall and Crossword Labs very confusing.
9	I feel confident using Wordwall and Crossword Labs.
10	I need to learn a lot of things before I could get going with Wordwall and Crossword Labs.

Table 1 presents the ten SUS questionnaire items adapted from John Brooke’s reference. Each item uses a 5-point Likert scale, and respondents are required to complete all ten items to provide subjective assessments from the available options (Nugroho et al., 2022). Data were then collected through an online questionnaire distributed via Google Forms. The number of respondents involved in the analysis was 85, which is considered sufficient to produce results approximating a normal distribution.

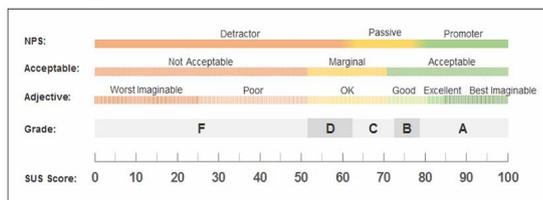
Data analysis was conducted by compiling the questionnaire responses and calculating SUS scores based on the Likert scale (1–5). SUS scores were calculated using the following rules: for odd-numbered items, the score equals (respondent’s score – 1), while for even-numbered items, the score equals (5 – respondent’s score). The total score from all items was then multiplied by 2.5 to yield a SUS score ranging from 0 to 100. Finally, the SUS scores were categorized according to the classification shown in Table 2 (Zainuddin et al., 2025).

**Tabel 2. Score Percentile Rank and Letter Grades**

Grade	Keterangan
A	Skor >=80,3
B	Skor >=74 dan <80,3
C	Skor >=68 dan <74
D	Skor >=51 dan <68
F	Skor <51

Measurement can also be illustrated through adjective ratings and acceptability ranges in order to clarify the level of usability. The adjective ratings and

acceptability ranges are presented in Figure 2.



**Picture 2. Adjective Rating and Acceptability Range (Bangor et al., 2009)**

Finally, conclusions are drawn from the results of the analysis by relating them to previous studies. These conclusions are formulated to address the objectives of the research.

In accordance with the results obtained, the questionnaire used in this study was found to be valid and reliable. Therefore, it can be concluded that the questionnaire used for data collection and hypothesis testing is appropriate and suitable for use (Bashir, 2020).

The strength of the relationships within the UTAUT 2 model was examined by analyzing the R-square values of the constructs. R-square values range between 0 and 1. The obtained R-square values are presented in the following table.

**Discussion**

The results of this study discuss questionnaires that were distributed online and subsequently returned. The next step

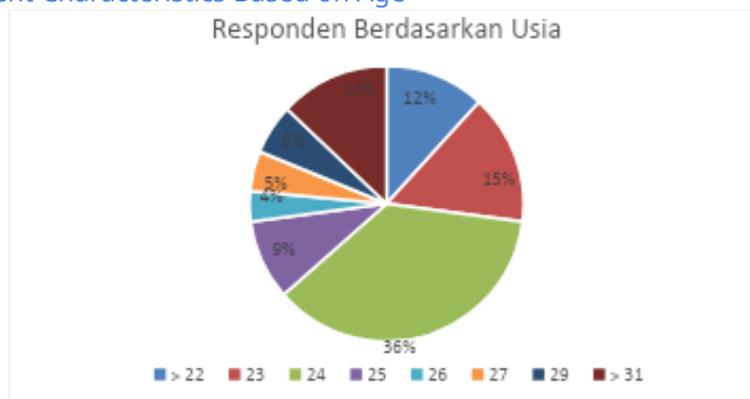
involved calculating and processing the data from each questionnaire completed by the respondents

Picture 3. Adjective Rating and Acceptability Range (Bangor et al., 2009)

Waktu	Usia	Jenis Kelamin	Nama Instansi	Saya berpikir	Saya merasa	Saya ingin	Saya mau	Saya akan	Saya pernah	Saya akan	Saya mau	Saya akan	Saya pernah
5/10/2025 11.11.32	44	Perempuan	SDN HEGARMANAH 1	5	4	5	1	5	1	5	1	5	1
5/10/2025 11.35.25	22 tahun	Perempuan	SDN GBI	5	1	5	1	5	1	5	1	5	1
5/13/2025 14.32.57	23	Perempuan	SD Ar Rahmat	4	1	4	2	4	2	4	2	4	2
5/14/2025 13.33.09	29	Laki-laki	SDN 269 GRIBA	4	2	4	2	4	2	4	2	4	2
5/15/2025 19.34.14	22	Laki-laki	SDN PASIRLUHUR	4	4	4	4	4	4	4	4	4	4
5/16/2025 16.04.23	24	Perempuan	-	5	1	5	3	5	1	5	1	5	3
5/17/2025 8.22.04	24 tahun	Perempuan	Pascasarjana UIN Sun	5	1	5	2	5	2	5	2	5	2
5/17/2025 11.43.56	24	Perempuan	Mis Miftahul Falah 1	4	2	4	2	4	2	4	2	4	2
5/17/2025 11.45.39	24	Perempuan	SD Islam Darul Ihsan	5	2	4	3	4	4	4	2	4	4
5/17/2025 11.46.31	22	Perempuan	SD Plus Ar-Rahmat	4	2	4	3	4	2	3	3	3	4
5/17/2025 12.04.54	24 tahun	Perempuan	SD Tunas Unggul	5	2	4	2	4	2	3	2	3	3
5/17/2025 12.27.26	25 tahun	Perempuan	SD Plus Intan Al-Sali	4	2	4	2	4	3	3	3	3	2
5/17/2025 12.38.47	23th	perempuan	MI YAPINUR	4	2	4	2	4	2	4	2	3	2
5/17/2025 12.42.03	20	Laki-laki	Universitas Terbuka Ba	4	4	5	4	4	5	5	5	5	5
5/17/2025 12.44.58	24	Perempuan	MI AL-HIKMAH CIBEU	4	2	4	2	5	2	5	2	4	5
5/17/2025 12.46.33	23 tahun	Perempuan	SDN 118 Tanjung	4	2	4	2	4	2	3	2	3	4
5/17/2025 12.49.34	24	Perempuan	SD Negeri Kebonhui	5	2	4	2	5	1	5	1	4	4
5/17/2025 12.53.49	26 Tahun	Perempuan	SDN 249 ASTANAANY	4	2	4	2	4	2	3	2	4	2
5/17/2025 13.35.06	24	Perempuan	SDN SUKAHAJI 01	5	2	4	2	4	2	4	2	4	2
5/17/2025 13.41.53	24 tahun	Perempuan	SDN PAMOYANAN Cici	4	4	4	4	4	4	4	4	4	4
5/17/2025 13.52.55	27	Perempuan	Sd Intan Al Sali	4	3	4	2	4	2	4	2	4	4
5/17/2025 15.13.26	25	perempuan	MIS TERPADU Fathul	4	3	3	4	4	3	2	2	4	4
5/17/2025 15.30.08	29	Perempuan	SDN 249 Aslanaanyar	4	2	5	1	5	1	4	1	5	2
5/17/2025 16.18.37	25	Perempuan	UIN SUNAN GUNUNG	4	2	4	3	4	2	4	2	4	3
5/17/2025 16.37.46	24	Perempuan	MIT Al Mufasir	4	3	4	5	4	2	4	2	3	5
5/17/2025 17.27.46	23	Perempuan	Ikip Siliwangi	5	2	4	2	4	2	4	2	4	4
5/17/2025 17.49.45	25	Perempuan	Sd Istiqamah	4	2	4	2	4	3	4	2	4	4

The data collection yielded a total of 85 respondents. Figure 3 presents a sample of the questionnaire data obtained from the respondents.

Picture 4. Respondent Characteristics Based on Age



The respondents were predominantly young adults aged 24 years, accounting for 36% (31 individuals), followed by those aged 23 years at 15% (13 individuals), those aged 31 years and above at 13% (11 individuals), those aged 22 years and below at 12% (10 individuals), those aged 25 years at 9% (8 individuals), those aged 29 years at 6% (5 individuals), those aged 27 years at 5% (4 individuals), and those aged 26 years at 4% (3 individuals).

To measure the level of suitability of the learning media with user needs, a usability test was conducted using the **System Usability Scale (SUS)** method. With data collected from 85 respondents, calculations were then performed for each questionnaire completed by the respondents. The results of the recapitulated calculations are presented in Table 3.

Picture 5 SUS Score Calculation Results

Skor Hasil Hitung										Jumlah	Nilai (Jumlah x 2,5)
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10		
3	4	4	4	3	4	4	4	4	4	98	95
4	3	3	2	3	3	3	3	2	4	90	75
4	4	4	4	4	4	4	4	4	4	40	100
4	4	4	4	4	3	4	4	4	4	99	98
4	4	4	4	4	4	4	4	4	4	40	100
3	4	3	4	3	4	3	4	3	4	95	88
3	4	3	4	3	4	3	4	3	4	95	88
3	3	3	4	3	4	3	4	3	4	94	85
3	4	3	4	4	3	4	4	3	3	95	88
3	4	3	4	2	4	2	4	2	4	92	80
3	4	3	4	3	4	3	4	3	4	95	88
3	3	3	3	3	3	3	3	3	3	90	75
3	3	3	3	3	3	2	3	2	4	29	73
4	3	3	3	3	3	3	3	3	4	92	80
3	4	4	4	4	3	3	4	4	3	96	90
3	2	3	3	3	3	3	2	3	3	28	70
3	3	3	1	3	3	3	3	3	4	29	73
4	4	4	4	4	4	4	4	4	4	40	100
3	2	3	3	3	3	3	3	3	4	30	75
3	4	4	3	4	4	3	4	4	4	37	93
4	4	4	3	4	4	4	3	4	4	38	95
3	3	3	4	4	4	3	3	3	4	34	85
3	3	4	4	4	3	3	3	3	4	34	85
4	4	4	2	4	4	4	4	4	2	36	90
4	4	4	3	4	3	4	3	4	3	36	90
4	3	4	3	4	3	4	3	4	4	36	90
4	3	3	4	3	4	3	3	3	4	34	85
4	4	3	4	3	4	3	4	3	4	36	90
3	3	3	3	4	3	4	3	3	4	33	83
4	3	3	3	4	4	4	4	3	4	36	90
4	3	3	3	3	3	3	3	3	3	31	78
4	4	4	4	4	4	4	4	4	4	40	100
3	4	3	4	3	4	3	4	3	4	35	88
3	4	3	4	3	4	3	4	3	4	35	88
3	2	3	4	3	4	3	4	3	4	33	83
4	3	3	3	4	3	4	3	3	3	33	83
3	2	3	3	3	4	2	3	4	3	30	75
3	2	4	3	4	4	2	4	2	4	32	80
4	3	3	2	3	3	3	3	3	4	31	78
4	4	4	4	4	4	4	4	4	4	40	100
3	4	3	3	3	3	2	3	3	4	31	78
3	3	3	2	3	3	3	3	3	4	30	75
4	2	3	2	3	2	4	3	3	4	30	75
3	4	3	1	3	3	3	3	3	4	30	75
4	4	4	4	4	4	4	4	4	4	40	100
3	3	3	2	4	3	3	3	2	2	29	73
3	1	3	3	4	3	4	3	2	2	29	73
3	3	3	4	4	4	4	4	4	4	37	93
4	4	4	2	4	4	4	4	3	2	35	88
4	3	4	3	4	3	4	3	4	3	35	88
3	3	3	3	3	3	4	4	4	4	34	85
4	4	4	4	4	4	3	4	4	4	39	98
3	4	3	3	3	4	3	4	3	4	34	85
4	3	4	3	4	3	4	3	4	3	35	88
3	3	3	3	3	4	4	4	3	4	34	85
3	4	3	4	3	4	3	4	3	4	35	88
3	3	3	2	3	3	3	3	2	2	28	70
3	3	3	3	3	2	3	3	3	4	30	75
3	3	3	1	3	3	3	3	3	4	29	73
3	3	3	2	3	2	3	3	3	3	28	70
3	3	4	4	3	4	3	4	4	0	32	80
3	3	3	3	3	3	2	3	3	3	29	73
3	3	3	2	3	2	3	3	4	4	30	75
3	3	3	3	3	3	3	3	1	1	28	70
3	2	3	3	3	3	3	3	4	4	30	75
4	4	3	3	3	4	3	3	3	3	33	83
4	3	3	4	3	3	4	3	3	3	34	85
4	3	4	0	4	3	4	3	4	4	33	83
3	4	3	4	3	4	3	4	3	4	35	88
3	3	4	4	4	4	3	4	4	3	36	90
4	4	3	4	3	4	4	4	4	4	38	95
3	3	3	3	3	3	3	3	3	4	31	78
4	4	4	3	4	3	4	3	4	4	37	93
4	4	4	4	4	4	4	4	4	4	40	100
4	4	4	4	4	4	2	4	1	4	35	88
3	4	3	4	3	4	3	4	3	4	35	88
4	4	4	4	4	4	4	4	4	4	40	100
4	4	4	4	4	4	4	4	4	4	40	100
3	4	3	4	3	3	3	4	4	4	34	85
4	4	4	4	4	4	4	4	4	4	40	100
4	4	4	4	4	4	4	4	4	4	40	100
4	1	4	4	4	4	4	4	4	4	37	93
4	4	4	4	4	4	4	4	4	4	40	100
3	3	3	3	3	4	3	4	4	4	34	85
<b>JUMLAH</b>										<b>7270</b>	
<b>RATA-RATA</b>										<b>86</b>	

Based on the SUS calculation results, an average score of 86 was obtained. This score was then converted into percentile ranks. Percentile ranks indicate the level of usability in percentage terms (%), while letter grades classify usability levels from A to F, where grade A represents the best level and grade F the worst. With this score, the

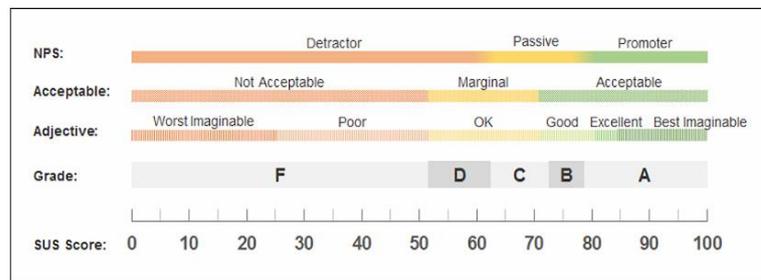
usability level of the Wordwall and Crossword Labs applications as learning media reached a percentile rank of 93% and fell into grade A on the letter grade scale.

The next assessment involved converting the SUS score into adjective ratings and acceptability ranges. Adjective ratings describe usability levels in the form

of descriptive terms to facilitate interpretation of SUS scores, while acceptability ranges indicate the level of acceptance of the Wordwall and Crossword Labs applications (Bangor et al., 2009). With a score of 86, the adjective rating for the Wordwall and Crossword Labs applications falls into the Excellent category. Furthermore, in terms of acceptance interpretation, both applications are classified as Acceptable. Finally, the

interpretation of the Net Promoter Score (NPS) indicates that users of the Wordwall and Crossword Labs applications are promoters. This means that users or respondents are highly satisfied with the use of Wordwall and Crossword Labs as learning media and are very likely to recommend them to others. The positions of the scores for each form of interpretation are illustrated in Figure 4 below.

Picture 6 SUS Score Interpretation Results



Overall, the results of the usability testing of the Wordwall and Crossword Labs applications as learning media using the **Table 4 Result Score**

**System Usability Scale (SUS)** are summarized in Table 4 below.

Description	Result
Score SUS	86
Percentile Ranks	93%
Grade Letter	A
Acceptability Range	Acceptable
Net Promote Score (NPS)	Promoter

#### 4. CONCLUSION

The Wordwall application offers convenience for both teachers and students in the learning process. As a web-based platform, Wordwall does not require application installation and can be accessed simply through a browser on computers or mobile devices. The assignment mode feature enables students to independently access learning materials via their smartphones anytime and anywhere, thereby supporting flexible learning and 21st-century learning practices (Julen et al., 2025). Its intuitive interface and the wide range of available templates make it easier for teachers to design interactive learning

activities without requiring specialized technical skills. However, developing learning media using Wordwall can be relatively time-consuming, particularly for new users who are still familiarizing themselves with its features (Nafian et al., 2024). Overall, Wordwall is an effective interactive learning application for enhancing students' motivation, engagement, and learning outcomes through a variety of attractive and easily accessible activities. Its flexible accessibility and ease of use are key advantages, especially in the context of distance learning and blended learning. Nevertheless, certain

limitations—such as dependence on internet connectivity, relatively long development time, and features that are restricted to the free version—should be taken into consideration by teachers and educational institutions. Optimal use of Wordwall requires appropriate teacher guidance to minimize the potential for academic dishonesty and to ensure that the media is utilized effectively in line with learning objectives (Maryanti et al., 2022; Mujahidin et al., 2012).

The Crossword Labs application provides ease in the creation and use of crossword puzzle-based learning media. Teachers can quickly develop interactive crossword puzzles without requiring specific technical expertise, simply by entering the words and corresponding clues into the application. This media can be accessed online by students through various devices, thereby supporting flexible and independent learning. However, some teachers and students may initially require an adaptation period to understand how the application works and to follow the learning steps, particularly if they are not accustomed to digital learning technologies. The use of Crossword Labs as an interactive learning medium has demonstrated positive outcomes in increasing students' interest and learning activities. This media is effective in reducing boredom and enhancing student engagement through educational games that challenge accuracy and concentration. Nevertheless, the application has certain limitations, including interdependent answers that may confuse students and limited media variation that could reduce its appeal for some learners. Initial adaptation challenges and the need for more detailed teacher guidance are also important factors to ensure optimal implementation. With appropriate guidance, Crossword Labs can serve as an effective tool for strengthening conceptual understanding and improving learning outcomes, particularly in distance learning or blended learning environments (Nataliya, 2019; Rosita Putri Rahmi Haerani et al., 2023).

## 5. ACKNOWLEDGE

Based on the research findings, usability testing of the Wordwall and Crossword Labs applications using the System Usability Scale (SUS) method with 85 respondents yielded an average SUS score of 86. Within the acceptability range, the applications were categorized as acceptable. In terms of grade letter classification, both applications received a grade of A, indicating a very good level of usability. Furthermore, the adjective rating placed them in the "excellent" category. Therefore, it can be concluded that the use of Wordwall and Crossword Labs as learning media is feasible and appropriate for implementation in educational settings.

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