THE DESIGN OF ISLAMIC EDUCATION LEARNING USING WORDWALL MEDIA: A CASE STUDI AT SMPIT AT-TAUFIQ

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Abstract
This study aims to examine how Islamic Religious Education (PAI) teachers design PAI learning using Wordwall media to support the learning process at SMPIT At-Taufiq in Depok City. The indicators investigated include the implementation of Wordwall-based instructional design by PAI teachers, as well as the interaction between teachers and students during the PAI learning process using the Wordwall platform. The research method employed is a case study with a qualitative approach. Data collection procedures involved observation, interviews, and documentation. Data validity was tested through triangulation of sources, techniques, and time. Data were analyzed through data reduction, data presentation, and drawing conclusions. The findings reveal that the implementation of PAI learning using Wordwall media consists of three stages: pre-learning, the learning process, and post-learning. PAI learning with Wordwall aligns with Vygotsky's constructivist learning theory, providing a comprehensive approach through digital learning in a game-based environment. Students appeared more focused in understanding the material, enthusiastic, and actively collaborated during group discussions.
Keywords: Instructional Medium, Digital Learning, Islamic Education, Wordwall

Abstrak

Penelitian ini bertujuan untuk mengetahui cara guru PAI dalam mendesain pembelajaran PAI menggunakan media Wordwall untuk membantu proses pembelajaran pada tingkat SMPIT At-Taufiq di Kota Depok. Adapun indikator yang akan diteliti adalah implementasi guru PAI dalam mendesain pembelajaran PAI dengan media Wordwall, serta interaksi antara guru dengan siswa dalam proses pembelajaran PAI menggunakan media Wordwall. Metode penelitian yang digunakan studi kasus dengan pendekatan kualitatif. Adapun prosedur pengumpulan data dilakukan dengan observasi, wawancara dan dokumentasi. Pengujian keabsahan data melalui triangulasi sumber, teknik dan waktu. Analisis data dilakukan dengan mereduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian ini adalah implementasi pembelajaran PAI dengan menggunakan media Wordwall dalam pelaksanaannya, yaitu: pra pembelajaran, kegiatan proses pembelajaran, dan pasca pembelajaran. Pembelajaran PAI menggunakan media Wordwall sejalan teori pembelajaran konstruktivisme Vygotsky memberikan pendekatan yang komprehensif melalui pembelajaran digital dalam pembelajaran berbasis permainan menggunakan media Wordwall, siswa terlihat lebih fokus memahami materi, antusias, dan saling bekerja sama aktif dalam kelompok diskusi.

INTRODUCTION

The acceleration in the era of disruption within the learning process is part of the transformation of the educational system through various media tailored to students' learning styles. This change is particularly evident among Generation Z, who tend to be highly active in using technology. Unsurprisingly, Gen Z quickly acquires knowledge through information technology, spends more time accessing digital devices, has greater access to explore the internet, and communicates via social media. However, Gen Z also tends to be antisocial, which negatively affects their public communication skills (Nurlaila, Aini, Setyawati, & Laksana, 2024)

Generation Z frequently uses their mobile phones for various activities such as studying, communication, and accessing or creating digital content. Gen Z is vulnerable to negative impacts, including sleep disturbances and addiction (Rahma, Indallaila, Fatimah, Mubarak, & Cinta, 2024). Nevertheless, mobile phones play a significant role in providing access to information and learning opportunities. Therefore, the use of mobile phones is closely linked to the behavior of the younger generation and facilitates communication within the learning process (Andriani, Ni Ketut, 2022) as well as the balance in using media technology for educational content delivery, so that learning indicators can be effectively measured (Izzati, Firamadhina, & Krisnani, 2016)

The shift in the learning process during the Covid-19 pandemic from face to face learning to distance learning, online or digital media-based platforms has brought both benefits and drawbacks. On the one hand, it has advantages; on the other hand, it presents several negative impacts. First, the digital divide, where some students lack internet access to connect their devices. Second, lack of focus in learning, as students tend to choose playing online games. Third, characterless education due to unwise internet use, including exposure to pornographic content and excessive gaming that leads to neglecting religious obligations such as the five daily prayers (Hakim & Yulia, 2024).

In the context of youth behavior, a balanced approach to technology use, especially in the field of education, is essential. This is in line with the research of Tugiono et al., which suggests that the use of digital technology in Islamic Education (PAI) and Arabic Language learning can ease access to various learning resources, make learning more interactive, allow learning anytime and anywhere, and support remote learning (Tugino, Munadi, Muhammad, 2023). The impact of digital-based media on the quality of Islamic Education (PAI) learning has both positive and negative aspects. On the positive side, students become more active and enthusiastic in learning, teachers are more competent in delivering the learning process, student motivation increases, learning materials are delivered more easily, and students' academic performance improves. On the negative side, some students secretly access content unrelated to the PAI subject (Tiara Febriani Harahap & Zainal Efendi Hsb, 2024). A study by Nikmah et al. found that using interactive video-based learning methods affects students' thinking abilities and

participation in Islamic Education materials, encouraging active and creative reasoning. The improvement in students' thinking skills and participation, as well as the effectiveness of interactive learning methods, can serve as a reference for implementing similar methods in other subjects (Nikmah dkk, 2024).

Learning media can enhance teaching and learning interactions. Therefore, its use must adhere to certain principles. The use of learning media benefits both students and teachers as it provides new knowledge for both. Through the use of learning media, students are motivated to concentrate on the learning material, which contributes to the achievement of learning objectives (Nursafitri, 2023). Various types of digital-based media are used by Islamic Education teachers, including Kahoot, Digital TV, Infocus projectors, Google Classroom, Canva, Wordwall, and Google platforms (Ritonga & Halimah, 2023). The design of learning media as a development of Islamic Education learning resources can utilize interactive quiz-based media and social media-based learning tools. Both types of media are highly suitable for supporting Islamic Education, based on media development components and stages of instructional design (Nasa'i & Sari, 2023) to ensure the proper use of learning media, several principles must be considered, such as: aligning with learning objectives, appropriateness to the learning material, suitability to students' interests, needs, and conditions, with a focus on effectiveness and efficiency, and the teacher's ability to use the media in the learning process (Kristanto, 2016).

Wordwall is an educational website that offers various engaging game formats beneficial for both teachers and students. It can be used to create quizzes, matching games, anagrams, word shuffles, word searches, or categorization tasks. This platform offers 18 features that can be accessed for free. Teachers can assign the created content as student tasks. Moreover, users such as teachers can create unlimited games. With carefully selected material, Wordwall can harmoniously blend education and entertainment, increasing interest and motivation in learning (Maryanti, Hartati, & Kurniawan, 2022).

Research by Tsania et al. shows that the use of Wordwall in Islamic Education subjects increases students' enthusiasm and active participation in the learning process (Azizah, Arifin, & Puspitasari, 2023) Wordwall enhances the quality of PAI learning, making it more innovative, engaging, and enjoyable, and helps prevent boredom and monotony (Syihabul Hikam & Setiawan, 2024) Wordwall has been reported to improve students' understanding by 94.6% and aid memory retention by 97.4%, while its educational games make learning more enjoyable.(Mardhiyah, 2022). Other studies support that Wordwall increases interest in PAI learning by 70% at SD Negeri 5 Benteng (Fitri et al., 2024) and improves Islamic Education learning outcomes by 86% at SMP Negeri 2 Langsa (Safitri, Nazliati, & Rasyid, 2022)

Some advantages of Wordwall include its ability to display colored images and videos, which help students focus on the quizzes. The integration of components such as images, words, and sounds reinforces students' memory, supporting their understanding of the quiz content. Besides serving as a learning tool, it encourages students to learn

independently outside of class (Maryanti et al., 2022). Wordwall also boosts students' engagement in answering quizzes, as shown by improved scores and reduced time taken to complete tasks (Serly & Ayunda, 2022) Wordwall has also proven effective in improving mathematics learning outcomes among Grade 8.3 students at SMP Dharma Karya UT in the 2023/2024 academic year, as shown by increased mastery, average scores, and the highest scores (Zulkarnain & Efendi, 2024)

A good teacher is one who can adapt to students' learning styles to ensure that learning indicators and objectives are achieved. This aligns with the findings of Marison, who observed that Islamic Education teachers use media creatively. The types of media used include audiovisuals, textbooks, and digital devices such as laptops and mobile phones. Even when schools lack adequate infrastructure, teacher creativity is not limited by the absence of modern tools. What matters most is the ability of Islamic Education teachers to improve their skills in the learning process to achieve the expected learning outcomes (Tahawali & Aimang, 2021). Based on the background above, the author intends to conduct a study on the design of Islamic Education learning using Wordwall media at SMPIT At-Taufiq, Depok City.

METHOD

This research employs a qualitative case study approach. A case study is a qualitative method that explores real-life experiences, a set of cases, or a bounded case by collecting detailed and in-depth data from various sources such as observations, interviews, audiovisual materials, documentation, and descriptive reports on the topic (Creswell, 2015). The data collection procedures include observation, interviews, and documentation. Primary data sources were obtained through direct observations and interviews with the principal, curriculum coordinator, Islamic Education (PAI) teachers, and students, as well as documentation at the research site—SMPIT At-Taufiq. Secondary data sources include books, articles, and relevant research journals used to support the research analysis. To ensure data validity, triangulation of sources, techniques, and time was applied. Data analysis was conducted through data reduction, data display, and drawing conclusions or verification.

RESULTS AND DISCUSSION

This study discusses the design of Islamic Education (PAI) learning using Wordwall media at SMPIT At-Taufiq, Depok City. Based on the analysis, the discussion is organized into the following sub-sections:

The learning design follows the ASSURE model, beginning with planning and analyzing student characteristics, formulating learning objectives and competencies, selecting appropriate methods, materials, and media according to students' learning styles. The ASSURE model stands for Analyze learners, State objectives, Select methods, media, and materials, Utilize media and materials, Require learner participation, and Evaluate and revise. This model aims to develop courseware grounded in solid principles and is designed to create effective and efficient learning through several stages (Supardi, 2021). In this research, the implementation is elaborated through three indicators: pre learning, learning process, and post learning.

1) Pre Learning

The pre learning phase is the initial stage in which the teacher prepares all instructional materials and designs the learning process using Wordwall media for the Islamic Education (PAI) subject. This is done to ensure the achievement of the intended learning objectives. Before starting the lesson, the teacher develops a lesson plan that outlines the key components (Suprihatiningrum, 2013). The planning activities involve diagnosing students' needs, formulating instructional goals, selecting appropriate media and strategies, and determining the evaluation methods to realize the predetermined learning objectives.

The teacher conducts thorough and systematic preparations based on the teaching modules and learning outcomes outlined in the Merdeka Curriculum. The learning materials are well-prepared in the form of PowerPoint presentations, which not only contain the key points of the lesson but are also enriched with motivational quotes intended to ignite students' enthusiasm at the beginning of the learning session. The teacher begins the lesson by greeting the students, checking attendance, and clearly communicating the learning objectives to help students understand the direction of the activities. Overall, the instructional strategy implemented by the teacher reflects an integrative and adaptive effort. The combination of interactive lectures, group discussions, visual media (PowerPoint), and digital Wordwall quizzes fosters an Islamic Education learning environment that is active, meaningful, and contextual. This approach not only helps students better understand the learning material but also creates a positive classroom atmosphere that is enjoyable, competitive, and focused on character development.

Evaluation and Wordwall Implementation for evaluation, teachers prepare question instruments using Wordwall to assess students' understanding after the lesson. This aligns with research by (Sifa & Nurjanah, 2025) which states that Wordwall is an interactive medium that enhances content comprehension and serves as an effective digital learning tool. Similar findings by (Zahroh, Yusuf, & Yusuf, 2024) indicate that using Wordwall in evaluating Islamic Cultural History (SKI) subjects increases motivation and participation, helping students achieve optimal learning outcomes. Wordwall successfully blends educational content with entertainment, fostering interest and motivation.

hallenges in PAI Learning and the Role of Wordwall according to (Susanti & Rahmatika, 2024) one of the main challenges in PAI learning is boredom due to the lack of engaging media many teachers still rely only on whiteboards and markers. This causes students to become passive and disinterested. To overcome this, educators must develop learning media that align with students' learning styles. Game-based learning methods, such as Wordwall, make lessons more appealing and improve memory retention (Syamsuri, 2023). The success of such implementation depends on teachers' competence in using technology and creating relevant content, making Wordwall a strategic tool for participatory learning in the digital age (Ma'arif, Soraya, & Kurjum, 2025).

The Importance of Teacher Competency and Student Engagemen teachers' skills in presenting new material are crucial for successful learning. Failure to introduce fresh and relevant content can lead to boredom among students. Generation Z learns differently from previous generations; therefore, educators must present applicable, contemporary, and innovative examples and cases. Additionally, teachers inform students beforehand that the post-learning evaluation will be conducted using Wordwall. The steps taken by the teacher to create quiz items on Wordwall are as follows:

a) Visit the website https://wordwall.net and log in using a Gmail or "belajar.id" account.

b) Click on **"Create Activity."**

c) Choose the desired activity format from the available features.

Figure 1. Basic Wordwall Template Display
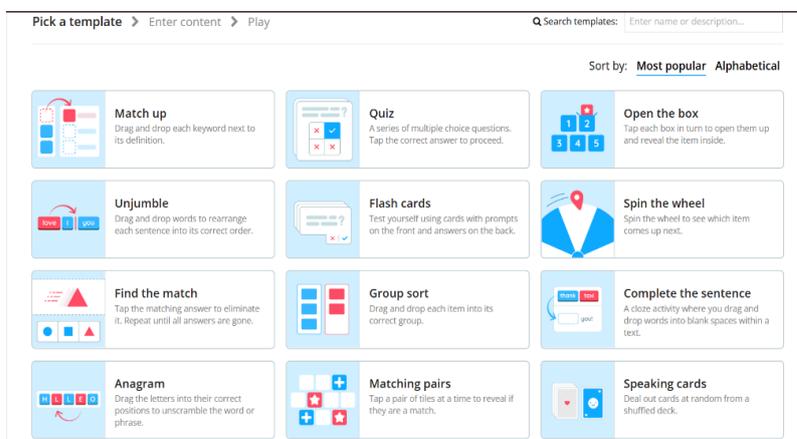
The functions of the features are as follows: match up: matching words drag and drop each keyword next to its definition. Quiz: A series of multiple-choice questions tap the correct answer to proceed to the next question. Open the Box: Tap each box in turn to open and reveal the item inside. Unjumble: Correct the sentence drag and drop the words to rearrange each sentence into the correct order. Flash Cards: Self-testing cards test yourself using cards with prompts on the front and answers on the back. Spin the Wheel: Spin the wheel to randomly select the next item. Find the Match: Tap matching answers to eliminate them, repeat until all are gone. Group Sort: Drag and drop each item into the correct group. Complete the Sentence: A cloze activity drag and drop the words into the blank spaces within the text. Anagram: Rearranging letters drag the letters to the correct positions to reveal a word or phrase. Matching Pairs: Tap a pair of tiles at a time to reveal whether they match. Speaking Cards: Randomly distribute cards from a shuffled deck (Kiswanto, 2023).

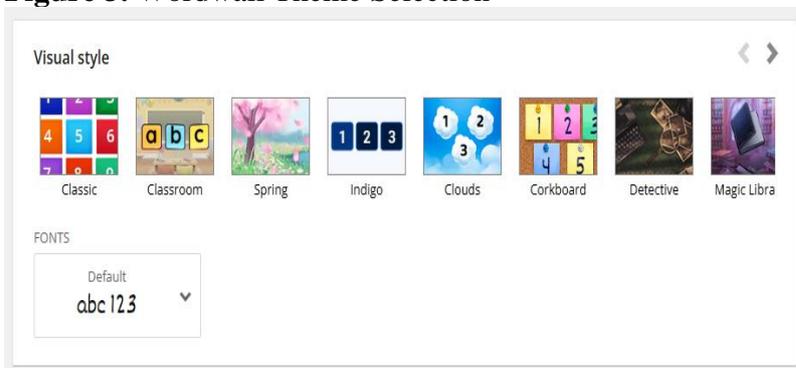**Figure 1.** Creating Questions on Wordwall
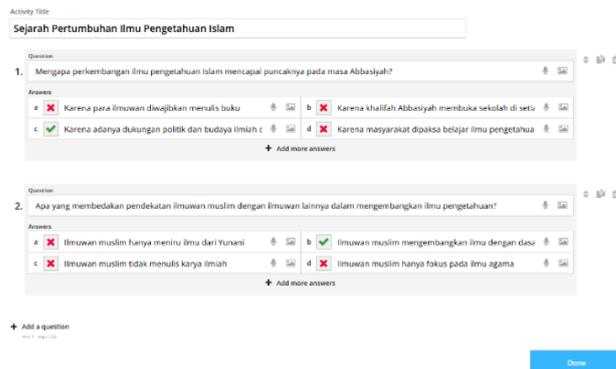
In the "Question and Answer" section, teachers can create questions using text-to-speech features. The voice can be set to various available languages, and users can choose either a male or female voice.
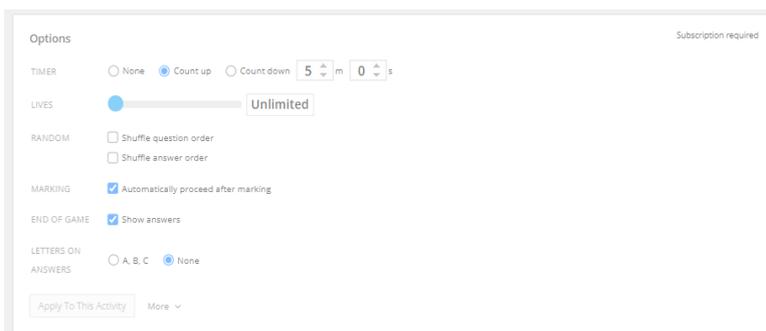
Figure 2. Text to Speech Settings
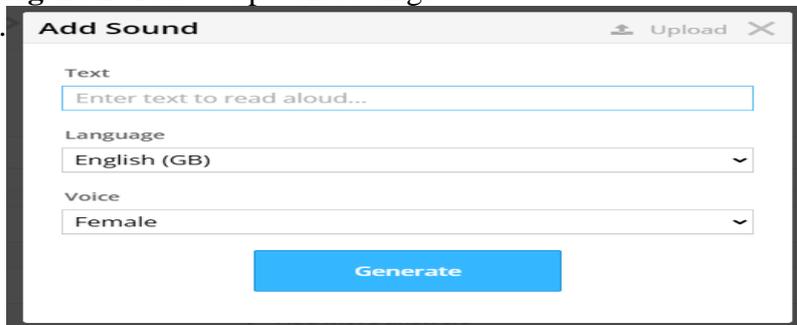
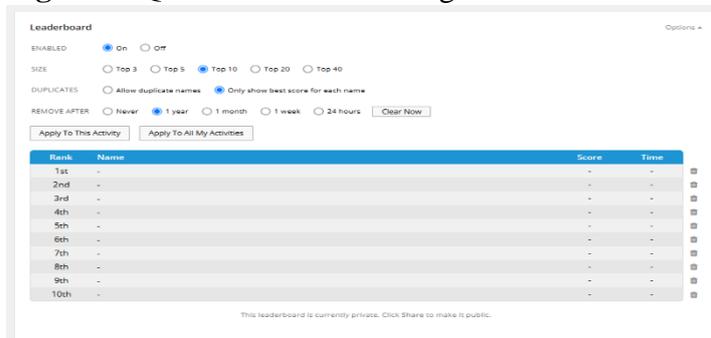**Figure 3.** Wordwall Theme Selection

This section allows you to adjust the template or background for the Wordwall game to be played.

Figure 4. Question Duration Settings

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In this section, you can set the duration of questions, randomize questions, and randomize options. This does not apply to basic users.

Figure 5. Quiz End Screen Settings

You can customize the leaderboard that appears after the quiz ends.

d) Once complete, click "Done" and the quiz is ready to use. Selanjutnya klik *"Done"*

2) Learning Process

The learning process refers to the interaction between teacher and students in a learning activity. The teacher's mastery of the material and use of comprehensible language are essential for ensuring that the process runs effectively and achieves the targeted indicators (Suprihatiningrum, 2013). The implementation of the learning process requires teacher creativity to ensure that learning activities are conducted systematically and can be assessed from all aspects (Tasrif, 2021). This aligns with Vygotsky's constructivist learning theory, which offers a comprehensive approach to analyzing the learning environment through digital learning. The use of digital media, centered around the student, helps teachers develop learning materials and media products (Cahaya et al, 2023).

Based on the researcher's observation, the learning process lasted for 60 minutes across two PAI lesson periods. The teacher allocated 10 minutes for preliminary activities such as greeting the students, asking whether they had helped their parents or prayed, and motivating them to stay enthusiastic. The main activity took 40 minutes and involved delivering the material and conducting a formative evaluation using Wordwall. The last 10 minutes were used for closing the session. Steps for Teachers Using Wordwall Quizzes:
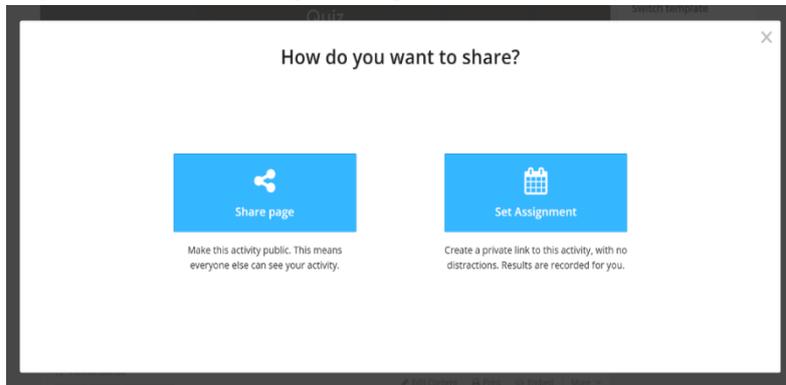
a) Visit https://wordwall.net, go to "My Activities".

Figure 6. Quiz Ready Display

Sejarah Pertumbuhan Ilmu Pengetahuan Islam

b) Teachers can still choose the type of feature they want to use.
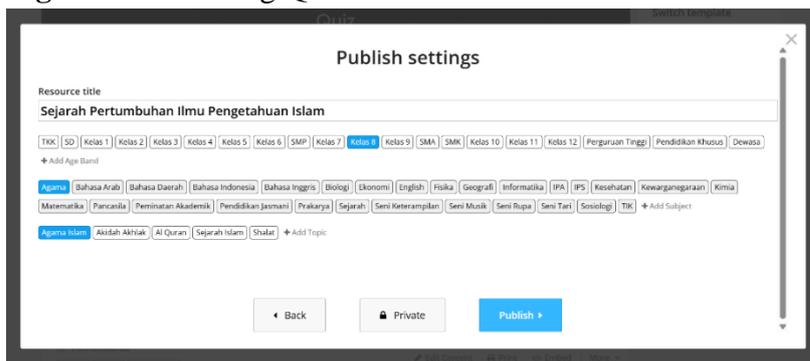
c) Click the "Share" button.

Figure 7. Link Sharing Settings

Select "Share Page" if students are to choose the game type. Select "Set Assignment" if students will directly start the quiz.

d) After clicking "Share Page", complete the data and click "Publish".

Figure 8. Publishing Quiz

Clicking "Set Assignment" will open the following setup:

Figure 9. Assignment Setup
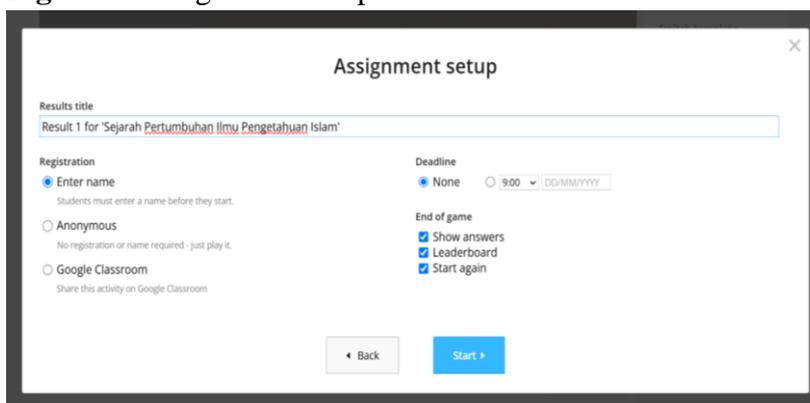

The are several parts to the assignment setup namely:

a) *Results Title*: Can be auto-filled or customized.

b) *Registration*: Choose "Enter name" for student name input or "Anonymous" to skip it.

c) *Deadline*: Set a specific time limit if desired.

d) *End of Game*: Customize the end-game display.

e) Click "Start" once setup is complete.

f) The teacher can then share the quiz via link, Google Classroom, or barcode.

Figure 10. Access via Link
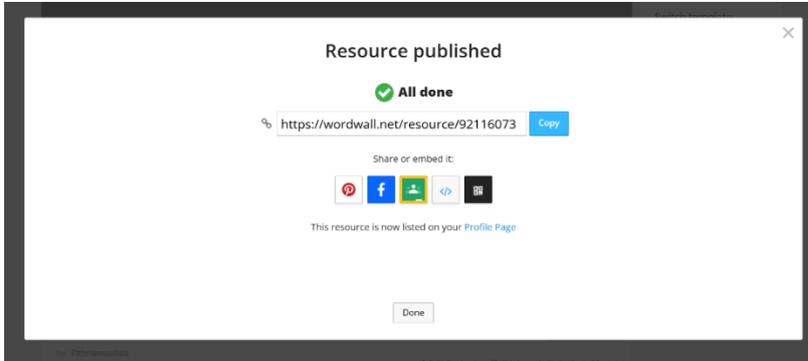
**Figure 11.** Access via Barcode

During the learning process, after the discussion and Q&A session were completed teacher instructed the students to take a test related to the learning they had completed. The steps the students took were as follows:

a) Click the link or scan the barcode provided.

b) Enter their name (if required).

c) Start playing the quiz.

Figure 12. Student Quiz Interface

On the first observation, the teacher used "Open the Box" and "Spin the Wheel" for group activities, followed by individual quizzes. On the second, a 15-question multiple-choice quiz was used to assess student understanding.

Figure 13. Open The Box Feature
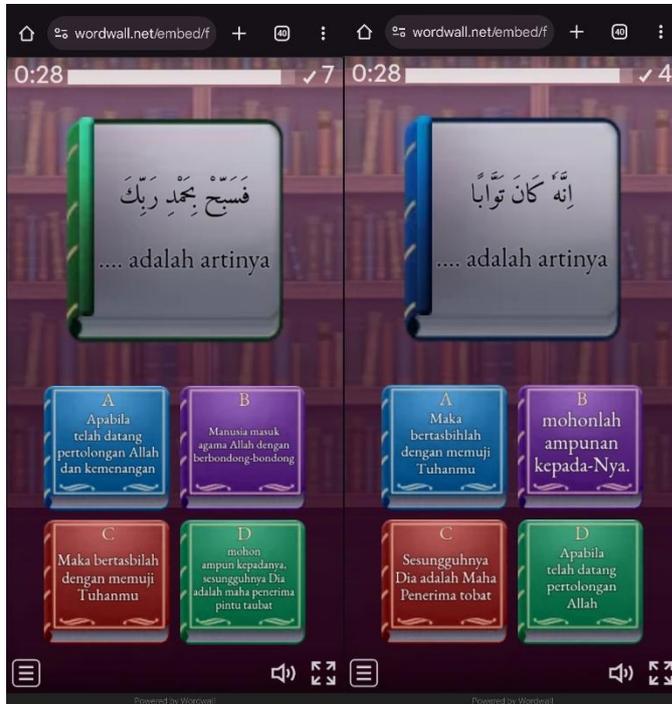
Using Wordwall helps achieve learning objectives through student-centered strategies. According to (Santri, 2020) digital media enhances teacher–student interaction and avoids one-way communication. It also improves learning outcomes across cognitive, affective, and participatory domains. Teachers also incorporate other methods to maintain balance with Islamic values. According to Seels, Richey, and Karnaen:in Nurfadhillah, 2021) learning media can be grouped as:

a) Print technology e.g., books, printed visuals.
b) Audiovisual technology uses machines to deliver content.
c) Computer-based technology digital learning materials.
d) Hybrid technology – integrates print and computer-based methods.

This learning approach enhances teacher–student interaction and enables deeper content understanding (Rosyid, Sa'diyah, & Nanda, 2021). ince PAI students tend to be digitally adept, Wordwall aligns well with their learning preferences. In line with Marc Prensky (Henny Dewi K, 2021), educational games are designed for learning. The digital age demands teachers to utilize interactive technology in response to student characteristics (Karina, 2021).

The teacher first delivered the material via PowerPoint, then led a discussion. If students didn't ask questions, the teacher would pose questions to them. Evaluation was done via

Wordwall links or barcodes shown via projector. A leaderboard would display the top ten fastest and most accurate students, fostering competition and motivation.

Afterward, the teacher reinforced the material, praised student efforts, and closed the lesson with a prayer. Today's technology is relevant to student needs. The challenge is not whether to use it, but how to use it meaningfully while remaining grounded in Islamic values. With a balanced approach, technology can serve as a tool to build intelligent, moral, and resilient generations. However, without skilled implementation, this potential may go unfulfilled (Sumardianti & Sarasvati, 2016). The researcher observed that students were able to overcome previous difficulties in using Wordwall, with internet connectivity being the only minor issue during the research period. With creative instruction, Wordwall can be applied to a wide range of PAI content in the future. This technology not only enriches the way religion is taught but also makes it more relevant, engaging, and contextual for today's digital generation.

3) Post Learning

Post learning activities involve evaluating the teaching implementation and learning outcomes. The teacher assesses student achievement to report progress and improve future lessons. Based on the researcher's findings, the teacher stated that assessments covered the cognitive, affective, and psychomotor domains: Cognitive: Measured through Wordwall quizzes involving reasoning and real-life case studies. Affective: Assessed via student participation, attendance, behavior during class, including greetings and manners. Psychomotor: Assessed based on how students complete tasks, apply lessons in real life, and submit assignments punctually.

Figure 14. Wordwall Evaluation Results

Based on the evaluation results using Wordwall media, it was found that out of 22 students who participated in the quiz, the average score was 12.2 out of 15. Four students achieved a perfect score of 15, and the fastest respondent was the user Hafidzzzzz88, completing the quiz in 9.8 seconds. The score distribution graph showed that most students scored between 11 and 15, indicating a good level of understanding of the material. However, item analysis revealed that questions 9 to 13 had higher error rates and unanswered

responses compared to other questions. This serves as a reflection point for teachers to review the content or methods of delivery related to those specific items.

Figure 15. Question Analysis Display

Results by student

Student	Submitted	Correct	Incorrect	Time
Nizam	13:51 - 28 May 2025	15	0	2:39
Aldi	13:52 - 28 May 2025	15	0	3:51
Fatilla Yusuf Jauhari 8B	13:51 - 28 May 2025	15	0	5:53
Wira	13:53 - 28 May 2025	15	0	8:14
Maulana Zaky Asy'ari	13:55 - 28 May 2025	14	1	5:59
rayyan haekal	13:52 - 28 May 2025	14	1	8:04
Hafidzzzzz8B	13:56 - 28 May 2025	13	2	2:07
Haritz Alfahri	13:53 - 28 May 2025	13	2	3:50
Fadil rafif raditya	13:49 - 28 May 2025	13	2	5:05
Danish 8B	13:48 - 28 May 2025	12	3	4:23
kukuh	13:49 - 28 May 2025	12	3	4:25
Dandre	13:49 - 28 May 2025	12	3	4:39
Muhammad Salman Al Farisi	13:51 - 28 May 2025	12	3	5:14
Lanang adinata A.H	13:50 - 28 May 2025	12	3	5:19
Benst	13:54 - 28 May 2025	12	3	9:17
Rafardhan reansyah	13:47 - 28 May 2025	11	4	3:20

From the evaluation using Wordwall with 22 students, four students achieved a perfect score of 15/15, namely Nizam, Aldi, Fatilla Yusuf Jauhari, and Wira. The fastest student with a perfect score was Nizam, completing it in 2 minutes and 39 seconds, while the overall fastest was Hafidzzzzz88 with 9.8 seconds, although they only scored 13. Most students scored above 12, demonstrating good comprehension. However, a few students scored below average, such as Rafardhan Reansyah with a score of 11, indicating the need for additional support or attention. Completion times varied widely, from very fast to over 9 minutes, suggesting differences in students' processing speed and strategy. Overall, Wordwall proved effective for quick and interactive assessment, but it also highlighted the need for question review and differentiated instruction for students with lower understanding.

Figure 16. Student Question Analysis Display

Results by student

Student	Submitted	Correct	Incorrect	Time
Nizam	13:51 - 28 May 2025	15	0	2:39

	Question	Answer	Mark
1	Mengapa perkembangan ilmu pengetahuan Islam mencapai puncaknya pada masa Abbasiyah?	Karena adanya dukungan politik dan budaya ilmiah dari khalifah	✔
2	Apa yang membedakan pendekatan ilmuwan muslim dengan ilmuwan lainnya dalam mengembangkan ilmu pengetahuan?	Ilmuwan muslim mengembangkan ilmu dengan dasar iman dan akhlak	✔
3	Bagaimana semangat ilmuwan muslim dapat diteladani dalam kehidupan sehari-hari?	Mengembangkan ilmu dengan niat ibadah dan bermanfaat untuk orang lain	✔
4	Mengapa masa Umayah disebut sebagai masa peletak dasar perkembangan ilmu pengetahuan?	Karena dimulai penerjemahan karya-karya asing	✔
5	Apa peran penting Baitul Hikmah dalam sejarah perkembangan ilmu Islam?	Sebagai pusat penerjemahan dan pengembangan ilmu pengetahuan	✔
6	Apa dampak positif dari interaksi antara budaya Islam dengan ilmu pengetahuan Yunani?	Ilmu pengetahuan menjadi lebih kaya dan berkembang pesat	✔
7	Bagaimana para ilmuwan Islam memperlakukan ilmu dari peradaban lain?	Diterima, disaring, lalu dikembangkan lebih lanjut	✔
8	Mengapa penting bagi kita mempelajari sejarah ilmu pengetahuan Islam?	Untuk meneladani semangat ilmiah dan membangun peradaban	✔
9	Tokoh yang dikenal sebagai "Bapak Kedokteran Islam" adalah...	Ibnu Sina	✔

Student Nizam correctly answered all 15 questions in 2 minutes and 39 seconds, making him one of the four students with a perfect score. He was also the fastest among the top scorers. His responses demonstrated a strong grasp of the topic, particularly the development of knowledge in Islam during the Khulafaur Rasyidin, Umayyad, and Abbasid periods. His answers were reflective and indicated a comprehensive understanding of key concepts in Islamic civilization and scholarly contributions. This

suggests that the student not only memorized facts but also understood the historical context and impact of Muslim scholars on the development of knowledge.

The use of Wordwall not only supports assessment but also encourages active and competitive engagement in understanding subject matter. This platform has proven effective in assisting teachers in delivering material in an engaging manner through features such as Open the Box, Quiz, Match Up, and automatic leaderboards that increase student motivation. The learning process remains structured, maintaining the phases of introduction, core activities, and closure, even in digital form. Moreover, Wordwall promotes joyful learning through appealing visuals, sound effects, and automatic scoring systems that enhance the learning experience. Therefore, it can be concluded that integrating Wordwall into the learning process particularly in Islamic Religious Education (PAI) enhances the effectiveness of material delivery, strengthens students' understanding, and develops their critical thinking and digital skills. Wordwall is not merely an evaluation tool, but also an adaptive learning medium that meets the demands of the era and bridges the curriculum objectives with innovative and relevant learning approaches.

CONCLUSION

The design of Islamic Religious Education (PAI) learning using Wordwall media is carried out systematically through three main stages: Pre-learning stage: The teacher prepares the learning materials and designs the Wordwall-based activities to achieve the intended learning objectives. Implementation stage: The learning process is conducted interactively using strategies that involve mastery of material, digital media use, and active student engagement with Wordwall features across two learning hours. Post-learning stage: The teacher evaluates the learning process and student outcomes to assess their achievement and improve the quality of future learning. This implementation shows that Wordwall is not only a supporting tool but also an integral part of an effective learning process focused on improving learning outcomes.

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