

## **EXPLORING THE USE OF THE WORDWALL INTERACTIVE MEDIA IN ISLAMIC RELIGIOUS EDUCATION: A QUALITATIVE STUDY IN FORMAL AND NON-FORMAL EDUCATION**

**\*<sup>1</sup>Helmi Salma Labibah, <sup>2</sup>Siti Muzayinah, <sup>3</sup>Dinda Ayu Riskiana**

<sup>1,2,3</sup>Pascasarjana UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Email: <sup>1</sup>salmalabibah27@gmail.com, <sup>2</sup>sitimuzayyah7@gmail.com,

<sup>3</sup>dinda22022014@gmail.com

### **Abstract**

The development of digital technology has driven the need for innovative learning media that can increase student engagement in Islamic Religious Education (PAI) learning. One interactive media that is starting to be widely used is Wordwall. This study aims to explore the use of interactive Wordwall media in Islamic Religious Education learning in the context of formal education at SD IT Harapan Bunda and non-formal, namely at Ledug Pintar Learning Guidance. This study uses a qualitative approach with a field study design. The research method uses a descriptive qualitative approach with data collection techniques in the form of observation, interviews, and documentation. Data analysis is carried out through the stages of data reduction, data presentation, and drawing conclusions. The results show that the use of interactive Wordwall media can create a more interesting learning atmosphere, increase active student participation, and help educators in delivering Islamic Religious Education materials in a more varied way. In addition, Wordwall is perceived as a flexible and easily adapted media according to the characteristics of students in formal and non-formal education. However, this study also found several obstacles, including limited access to technology and educators' readiness to optimize media features. This study provides effectiveness that the integration of interactive Wordwall media has the potential to support Islamic Religious Education learning that is more contextual and responsive to students' needs.

**Keywords:** Interactive media, Wordwall, Islamic Education, Formal education, Nonformal education

### **Abstrak**

*Perkembangan teknologi digital mendorong perlunya inovasi media pembelajaran yang mampu meningkatkan keterlibatan peserta didik dalam pembelajaran Pendidikan Agama Islam (PAI). Salah satu media interaktif yang mulai banyak digunakan adalah Wordwall. Penelitian ini bertujuan untuk mengeksplorasi penggunaan media interaktif Wordwall dalam pembelajaran Pendidikan Agama Islam pada konteks pendidikan formal di SD IT Harapan Bunda dan nonformal yaitu di Bimbingan Belajar Ledug Pintar. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi lapangan. Metode penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penggunaan media interaktif Wordwall mampu menciptakan suasana*

*pembelajaran yang lebih menarik, meningkatkan partisipasi aktif peserta didik, serta membantu pendidik dalam menyampaikan materi Pendidikan Agama Islam secara lebih variatif. Selain itu, Wordwall dipersepsikan sebagai media yang fleksibel dan mudah diadaptasi sesuai dengan karakteristik peserta didik pada pendidikan formal maupun nonformal. Namun demikian, penelitian ini juga menemukan beberapa kendala, antara lain keterbatasan akses teknologi dan kesiapan pendidik dalam mengoptimalkan fitur media. Penelitian ini memberikan implikasi bahwa integrasi media interaktif Wordwall berpotensi mendukung pembelajaran Pendidikan Agama Islam yang lebih kontekstual dan responsif terhadap kebutuhan peserta didik.*

**Kata kunci:** *Media interaktif, Wordwall, Pendidikan Agama Islam, Pendidikan formal, pendidikan nonformal*

## INTRODUCTION

Advances in digital technology have brought about significant changes in various aspects of life, including education. The learning process in the digital age demands innovations capable of creating learning experiences that are more engaging, interactive, and tailored to the characteristics of learners. Technology-based learning media have become a widely adopted solution to bridge the need for adaptive and contextual learning, particularly in addressing the limitations of conventional teaching methods, which tend to be one-sided and lack active student participation (Rahmah, 2022).

In the context of Islamic Religious Education (IRE), the challenges of learning lie not only in the delivery of content but also in the effort to instill Islamic values in a meaningful way. IRE requires an approach capable of integrating students' cognitive, affective, and psychomotor aspects. However, the reality on the ground shows that PAI learning is still often perceived as monotonous and lacking in variety, thereby potentially diminishing students' interest in learning, both in formal and non-formal education. Therefore, learning media capable of supporting the creation of more participatory and enjoyable PAI learning is needed (Sari & Sunarti, 2021).

One interactive learning medium that is increasingly being used in the world of education is Wordwall. Wordwall offers various features based on educational games that can be tailored to learning objectives, including in Islamic Religious Education. Through this medium, educators can present Islamic Religious Education material in the form of quizzes, word games, and other interactive activities that encourage active student engagement. Wordwall's flexibility allows for its use across various educational levels and learning contexts, whether in formal educational settings such as schools or non-formal settings such as tutoring centers (Fitria, 2020).

Although the use of Wordwall in learning has begun to be widely implemented, studies examining how this medium is implemented and interpreted in Islamic Religious Education, particularly in formal and non-formal educational contexts, remain relatively limited. Therefore, this study aims to explore the use of the interactive Wordwall medium in Islamic Religious Education within formal and non-formal education. This study is expected to provide insights into the learning process, student responses, and educators'

perceptions regarding the use of Wordwall, thereby serving as a reference for developing more innovative and contextually relevant Islamic Religious Education (IRE) instruction.

Although interactive learning media hold great potential, their implementation in elementary school settings still faces several challenges. One of the main issues is the limited access to technology in some areas for educational purposes, particularly in remote regions. Data from Databoks indicates that 86.65% of students use the internet for entertainment purposes, while 66.68% use it for social media, and only 27.46% utilize the internet for online learning (Muhamad, 2023). Furthermore, not all teachers possess the competence or readiness to optimally utilize interactive media in the learning process. In the learning process, there is a strong need for media that supports and facilitates classroom instruction. The selected media must align with the subject matter taught by the teacher. The chosen and used media must also fit the school's conditions and circumstances; thus, one suitable tool is the Wordwall app (Wahyu, 2022).

Wordwall is an interactive tool that offers features designed to foster student motivation aligned with the instructional content presented by teachers in the classroom. Wordwall provides features such as quizzes, matching exercises, word pairs, anagrams, scrambled words, word searches, and categorization. This tool can be accessed via smartphones, laptops, or tablets, making it easier for both teachers and students to engage in classroom learning. Additionally, Wordwall allows teachers to customize existing templates to meet specific needs, such as incorporating images, audio, and video into learning activities. Wordwall includes a free feature for five games per account, so it remains accessible at no cost. The use of Wordwall can foster student motivation through the various features available within the platform (Tigor Sitohang et al., 2024).

The theory of interactive learning is rooted in the constructivist principle developed by Piaget and Vygotsky (Afifah and Masnawaty, 2024). According to this theory, learning is an active process in which students construct their own understanding through interaction with their environment and learning experiences. Piaget argues that there is an urgent need for independent exploration in learning, so students must be given the opportunity to discover and process information personally (Sugra, 2019). According to Vygotsky, there is also the importance of social interaction and support from adults or peers in facilitating cognitive development (Fathoni, 2023). In interactive learning, teachers act as facilitators who create a learning environment that encourages active student engagement through discussions, collaborative projects, and the use of interactive media.

Interest in learning is one of the key factors influencing learning success. Children with a high level of interest are more enthusiastic, focused, and persistent in learning. Conversely, children with low interest tend to get bored quickly and are less consistent in their learning. Therefore, fostering interest in learning the Hijaiyah alphabet through engaging media such as Wordwall is highly relevant to pursue. Learning interest is a strong sense of curiosity or desire toward a particular subject or learning activity.

This interest is a key factor influencing the success of the learning process (Kurniasari et al., 2021). The main characteristics of learning interest include high attention to the material, active engagement in learning activities, and a drive to seek further information about the topic being studied. Learning interest holds great importance in education, as students who are interested tend to be more focused and enthusiastic during the learning process. Interest in learning also supports improvements in students' memory, understanding of the material, and analytical skills, thereby playing a crucial role in achieving optimal learning outcomes (Dewi and Surur, 2021). Therefore, the process of fostering an interest in learning must be one of the top priorities in designing effective teaching methods. In addition to interest, understanding is also a key indicator of learning success. It is not enough for students to simply recognize the shapes of the Hijaiyah letters; they must also understand how to distinguish them, how to pronounce them correctly, and how to associate sounds with written symbols. In other words, learning the Hijaiyah alphabet is not merely about memorization but requires a deeper cognitive process. The use of Wordwall enables varied and interactive repetition of material, thereby reinforcing students' understanding (Tigor Sitohang et al., 2024).

Door to Door Ledug Pintar Tutoring is a non-formal educational institution committed to providing quality learning services through a private, home-to-home tutoring model. The strength of this model lies in the intensive interaction between tutors and students. However, the challenge is how to create a learning environment that remains engaging and avoids boredom despite the one-on-one nature of the sessions. This is where the use of the interactive Wordwall platform becomes the ideal solution. (Oktariyanti et al., 2021) Door to Door Ledug Pintar is a non-formal educational institution committed to providing high-quality learning services through a private, home-to-home tutoring model. The key advantage of this model is the intensive interaction between tutors and students. However, the challenge faced is how to create a learning environment that remains engaging and does not become monotonous even when conducted on a one-on-one basis. This is where the use of the interactive Wordwall platform serves as the ideal solution. (Oktariyanti et al., 2021).

The implementation of Wordwall in the door-to-door tutoring environment is expected to introduce a fresh approach to the process of learning the Hijaiyah alphabet. Tutors can tailor the material to students' needs, while children learn through fun game-based activities. Thus, it is hoped that not only will their understanding of the Hijaiyah alphabet improve, but also their motivation and interest in learning religious material. Previous studies have shown that game-based interactive media can enhance students' motivation and learning outcomes. However, specific research on the effectiveness of Wordwall in teaching the Hijaiyah alphabet, particularly in the context of door-to-door tutoring, remains scarce. This indicates a research gap that needs to be addressed to enrich studies in the field of Islamic religious education, especially regarding innovations in learning media (Tigor Sitohang et al., 2024).

Based on the above discussion, this study is important to determine the effectiveness of using Wordwall in increasing students' interest in and understanding of the Hijaiyah alphabet at the Ledug Pintar Door-to-Door Tutoring Center. The results of this study are expected to provide theoretical contributions to the development of technology-based learning media and offer practical benefits for tutors, tutoring institutions, and students in improving the quality of Quranic education.

## **METHOD**

This study employs a descriptive qualitative approach. The purpose of this study is to describe the effectiveness of using Wordwall in the in-depth teaching of the Hijaiyah alphabet, both in terms of students' interest and understanding. The study was conducted at the Ledug Pintar *Door to Door* Tutoring Center at the home of one of the Ledug Pintar students located in Kedungbanteng District, Banyumas Regency, as well as in the formal education setting at SD IT Harapan Bunda 1 Purwokerto. The research subjects were elementary school students.

## **RESULTS AND DISCUSSION**

Based on observations, interviews, and documentation conducted during the Islamic education learning process in non-formal education—which covered the Hijaiyah alphabet using Wordwall—at the *Door to Door* Ledug Pintar tutoring center, and in formal education at SD IT Harapan Bunda 1 Purwokerto—where the topic of Iman was introduced—several key findings were obtained:

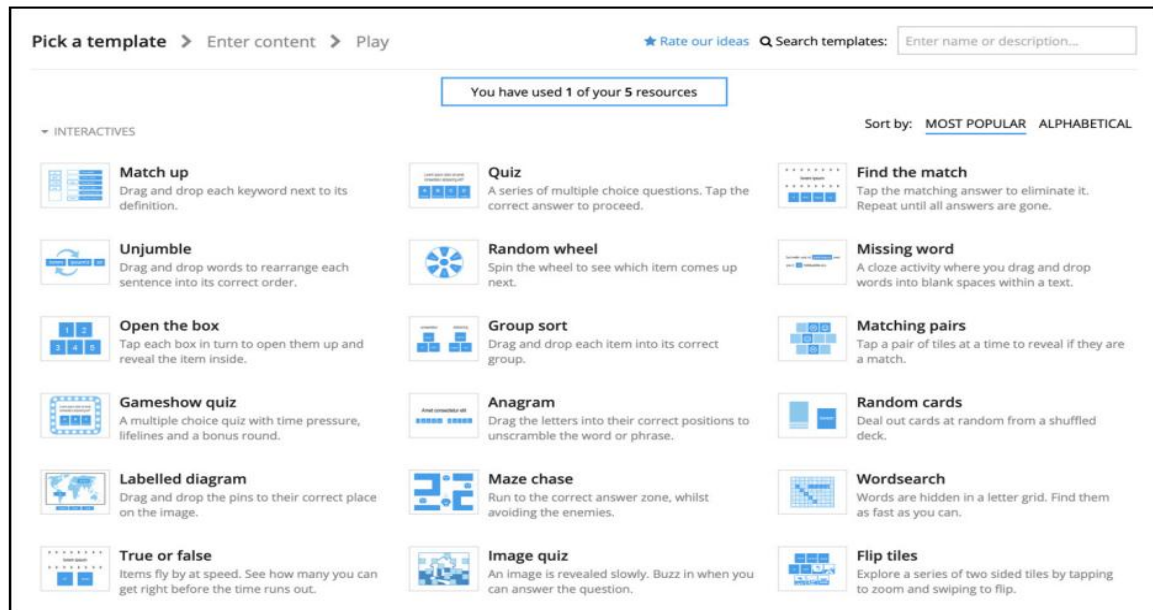
### **A. Features of the Wordwall learning platform**

Wordwall was created in 2008 by a secondary school English teacher from the UK. Initially, Wordwall was a platform for creating digital flashcards, an alternative to physical flashcards (Wordwall.net, 2022). Since then, Wordwall has added more features to help teachers easily create, modify, and share teaching resources (Wordwall.net, 2022).

Wordwall can be used to create digital interactive activities and printable activities (the latter available only in the paid version). Because it is web-based, Wordwall can be used on any internet-enabled device. The ability to print activities means that teachers in resource-limited settings can develop activities that their students can complete without devices. (Moorhouse & Kohnke, 2024)

These digital interactive activities are highly engaging, as they use a game-based format. Students can compete against each other and themselves to improve their accuracy and speed. These activities can be played with the entire class using an interactive whiteboard, classroom computers, or group or individual tablets. Links to the activities can be placed in a learning management system so students can access them for self-directed learning. Teachers can choose from a variety of templates to create custom-designed resources focused on specific aspects of vocabulary knowledge. (Moorhouse & Kohnke, 2024)

**Figure 1.** Fitur-fitur wordwall



<https://journals.sagepub.com/doi/pdf/10.1177/00336882221092796>

Wordwall provides a variety of interactive activity templates that can be customized to meet learning needs. Some examples of popular templates include:

### 1. Quiz

The quiz template on Wordwall is used as a tool to assess students' understanding of the material they have learned. In Islamic Religious Education, quizzes can be designed as multiple-choice, true–false, or short-answer questions related to the lesson material. This activity encourages students to actively recall the material while providing immediate feedback to the educator regarding their level of understanding. In addition to serving as formative assessment, quizzes also boost learning motivation because they are presented interactively and resemble a game.

### 2. Match Up (Matching)

The match-up template allows students to match two related concepts, such as terms with definitions, words with meanings, or symbols with supporting images. In Islamic Religious Education, this activity helps students understand the material visually and conceptually, thereby facilitating the learning process. Matching activities also train students' attention to detail and associative thinking skills, as they are required to accurately connect relevant information. (Moorhouse & Kohnke, 2024)

### 3. Random Wheel

The Random Wheel is a template that introduces an element of surprise by randomly selecting questions, tasks, or students. In Islamic Religious Education, the use of a random wheel can increase student engagement because every individual has an equal opportunity to participate in the learning process. The random element in this template also creates a

more lively and enjoyable learning atmosphere, encouraging students to remain prepared and focused throughout the lesson.

#### 4. Anagram

The anagram template in Wordwall focuses on the activity of arranging letters into correct words. In the context of Islamic Religious Education, anagrams can be used to introduce or reinforce understanding of key terms related to the lesson material. This activity trains students' ability to recognize word structure and improves their attention to detail, while also helping them understand the meaning of terms more deeply through the active process of rearrangement.

#### 5. Whack-a-Mole

*Whack-a-mole* is a fast-paced reflex game that requires students to select the correct answer within a short timeframe. In Islamic Religious Education, this template can be utilized as a method for reinforcing material or as a light evaluation at the end of a lesson. This activity boosts student enthusiasm due to its competitive and dynamic nature, while also helping educators observe students' ability to respond to material quickly and accurately. (Moorhouse & Kohnke, 2024)

#### 6. Group Sort

The Group Sort template allows students to categorize items or concepts into specific groups based on predetermined criteria. In Islamic Religious Education lessons, this activity helps students understand the relationships between concepts and develops their logical and systematic thinking skills. The grouping process encourages students to analyze the material more deeply, making learning more meaningful rather than merely rote memorization.

#### 7. Open the Box (Buka Kotak)

The Open the Box template provides an exploratory learning experience through boxes containing hidden questions or tasks. In Islamic Religious Education, this activity can be used to foster curiosity and develop students' critical thinking skills. Through randomly appearing tasks or questions, students are encouraged to connect the material with their own understanding and experiences, allowing the values being taught to be understood in a more contextual manner.

#### A. Exploring the Use of the Wordwall Interactive Media in Islamic Religious Education

The use of interactive learning media is a relevant pedagogical strategy in Islamic Religious Education (IRE), particularly for enhancing student engagement and conceptual understanding. Wordwall, as a digital-based media platform, provides learning activities that are interactive, adaptive, and contextual, thereby potentially supporting the achievement of PAI learning objectives in both formal and non-formal education settings.

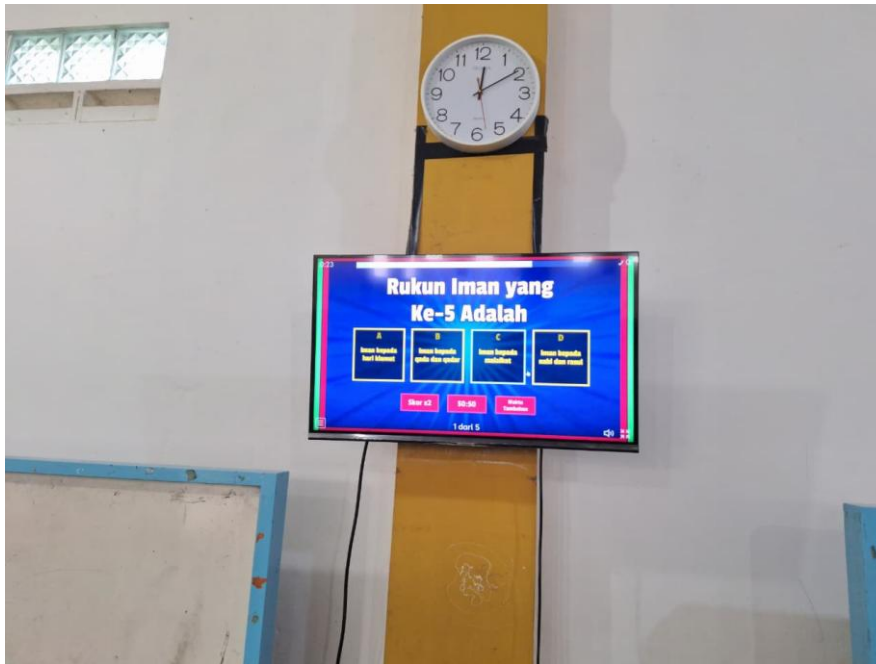
## 1. The Use of Wordwall in Formal Education at SD IT Harapan Bunda

In the context of formal education at SD IT Harapan Bunda, Wordwall serves as a learning support tool for PAI that is integrated with the school's curriculum based on Islamic values. Wordwall is used to strengthen students' understanding of PAI materials—such as creed, worship, ethics, and exemplary stories—through a student-centered learning approach.

**Figure 2.** Formal Education



From a pedagogical perspective, Wordwall provides an interactive learning experience through various activities such as quizzes, concept matching, term grouping, and game-based exercises. These activities encourage students' cognitive engagement at the comprehension and application levels, as classified in Bloom's taxonomy. Additionally, the integration of visual and audio elements, along with immediate feedback, helps elementary school students construct the meaning of learning in a more concrete and enjoyable way.



Teaching the Six Pillars of Faith is a fundamental component of Islamic Religious Education at the elementary school level, as it serves as the foundation for shaping students' religious beliefs. At SD IT Harapan Bunda, the use of the interactive Wordwall platform in teaching the Six Pillars of Faith serves as a relevant pedagogical strategy to bridge the gap between the abstract nature of religious doctrine and the cognitive development stage of elementary school students, who are still in the concrete operational stage.

Wordwall is utilized as a visual-interactive learning tool to help students systematically identify and understand the six pillars of faith, including belief in Allah, the angels, the divine scriptures, the messengers of Allah, the Day of Judgment, and divine decree (qada and qadar). Through digital activities such as interactive quizzes, concept matching, material sequencing, and multiple-choice games, students are not only guided to memorize the sequence of the pillars of faith but also to understand their meanings and implications in daily life.

Pedagogically, the use of Wordwall in teaching the pillars of faith supports a contextual teaching and learning approach. Students are presented with stimuli in the form of simple behavioral examples that reflect faith, and are then asked to connect them to the relevant pillars of faith through Wordwall activities. This process fosters students' cognitive engagement at the levels of understanding and initial application, and helps with the gradual internalization of doctrinal values.

From the perspective of activity-based learning, Wordwall also serves as an effective formative assessment tool. Islamic Education teachers can observe students' responses to each activity, identify misunderstandings, and provide immediate feedback. This aligns with the principle of "assessment for learning," which positions evaluation as an integral part of the learning process, rather than merely as a tool for measuring final outcomes.

Additionally, the use of Wordwall in teaching the Pillars of Faith at SD IT Harapan Bunda supports Islamic character education. Enjoyable and collaborative interactions allow students to simultaneously develop religious attitudes, self-confidence, and motivation to learn. Thus, Wordwall serves not only as a learning technology tool but also as a pedagogical instrument that strengthens the formation of students' faith and character in accordance with the vision of integrated Islamic education developed at SD IT Harapan Bunda.

From a learning evaluation perspective, Wordwall also functions as an effective formative assessment tool. Islamic Education teachers can monitor students' learning progress in real-time, identify misconceptions, and adjust subsequent learning strategies. In the context of SD IT Harapan Bunda, which emphasizes Islamic character education, Wordwall also supports the internalization of religious values through a humanistic learning approach that aligns with children's psychological development.

### 1. Non-Formal Education

The use of Wordwall in PAI instruction at Ledug Pintar serves to enhance students' learning motivation through a playful learning approach. This tool is effective for reinforcing foundational Islamic Education (PAI) material such as memorizing prayers, introducing the Arabic alphabet, understanding the pillars of Islam and faith, and fostering religious attitudes. Direct interaction between tutors and students, supported by Wordwall, creates a dialogic and participatory learning environment (Adillah et al., 2023).

**Figure 3.** Smart Ledug Learning *door-to-door*



Figure 1 shows a child named Fadel participating in *door-to-door* tutoring using Wordwall on a mobile device. Fadel appears focused as he taps the phone screen, which displays Hijaiyah letters in different colors. This demonstrates that Wordwall successfully captures students' attention due to its interactive, colorful interface, which makes it easier for children to identify Hijaiyah letters in a more engaging way than conventional teaching materials.

Next to Fadel, a tutor named Bii is seen assisting with the learning process. The tutor is pointing at the phone screen while providing guidance. This interaction highlights the active engagement between the tutor and the student, ensuring a two-way learning process.

The presence of the Wordwall platform does not replace the tutor's role but serves as a tool that reinforces the delivery of material and facilitates children's understanding. Additionally, on the study desk, there are a notebook and worksheets containing Fadel's handwriting. This demonstrates that the learning method does not rely solely on digital media but also incorporates manual practice (writing Hijaiyah letters in a book), thereby providing a more comprehensive learning experience.

The theory of interactive learning is rooted in the constructivist principle developed by Piaget and Vygotsky (Afifah and Masnawaty, 2024). According to this theory, learning is an active process in which students construct their own understanding through interaction with their environment and learning experiences. Piaget argues that there is an urgent need for independent exploration in learning, so students must be given the opportunity to discover and process information personally (Sugra, 2019). According to Vygotsky, there is also the importance of social interaction and support from adults or peers in facilitating cognitive development (Fathoni, 2023). In interactive learning, the teacher acts as a facilitator who creates a learning environment that encourages active student engagement through discussions, collaborative projects, and the use of interactive media.

#### 1. Improving Understanding of the Hijaiyah Alphabet

Through Wordwall activities such as letter matching, interactive quizzes, and Hijaiyah letter puzzles, students find it easier to distinguish similar letter shapes (such as ب, ت, ث) and recall letter names more quickly. The tutor noted that students who initially could correctly name fewer than 10 letters were able, after several sessions, to recognize nearly all Hijaiyah letters with a significantly reduced error rate.

**Figure 4.** Improving Understanding of the Hijaiyah Alphabet



The image shows Fadel using a digital tool (Wordwall on a smartphone) to learn the Hijaiyah alphabet, accompanied by his tutor, Bii. Fadel appears focused on the phone screen, while his tutor stands nearby, observing and ready to provide guidance. This situation demonstrates social interaction that supports the learning process. This learning process demonstrates the implementation of Vygotsky's *Zone of Proximal Development* (ZPD) concept, where Fadel is able to recognize the Hijaiyah alphabet with the help of *scaffolding* from tutor Bii. The Wordwall platform serves as a *mediating tool* that bridges the gap between the child's learning potential and the new knowledge they aim to acquire.

According to Piaget, elementary school-aged children are still in the concrete operational stage; therefore, learning that features colorful and interactive letters is highly suitable for helping them understand abstract concepts (Yusuf, 2019). Meanwhile, Bruner emphasizes the importance of visual representation in learning; Wordwall presents the Hijaiyah letters in an iconic (visual) form before children reach the symbolic stage (abstract understanding). Thus, the use of Wordwall in this context reinforces the theory that interactive digital media can accelerate cognitive processes, increase student engagement, and foster a love of learning.

## **DISCUSSION**

The findings of this study indicate that the use of the Wordwall platform is effective in enhancing students' interest in and understanding of the Hijaiyah alphabet. This effectiveness is evident in the increased active participation of students, the development of a sense of enjoyment in learning, and progress in their understanding of the Hijaiyah alphabet. These results align with the theory of *game-based learning*, which states that game-based learning can enhance students' intrinsic motivation by presenting challenges, rewards, and enjoyable learning experiences. As a digital platform, Wordwall offers various game formats that make the learning process more interactive.

Furthermore, this study supports previous findings indicating that interactive media can enhance students' emotional and cognitive engagement. In the context of learning the Hijaiyah alphabet, Wordwall helps overcome the limitations of rote memorization methods, which tend to be monotonous. Through varied activities, students can practice repeatedly without becoming bored, thereby facilitating easier comprehension. (Wahyu, 2022b). However, the effectiveness of Wordwall is also influenced by the tutor's role in guiding students. Tutors must be able to select appropriate game formats, adjust the difficulty level to students' abilities, and provide guidance when students encounter difficulties. This indicates that Wordwall is not merely a tool but must be integrated with appropriate teaching strategies.

## **CONCLUSION**

Based on the findings of this exploratory study on the use of the interactive Wordwall platform in Islamic Religious Education (IRE) instruction, it can be concluded that Wordwall is an effective and adaptive digital learning tool for supporting the IRE learning process in both formal and non-formal education settings. Wordwall's interactive and

visual nature, combined with its ability to provide immediate feedback, enhances student engagement and makes IRE instruction more meaningful and enjoyable. In the context of formal education at SD IT Harapan Bunda, the use of Wordwall for the Rukun Iman (Pillars of Faith) curriculum has proven effective in helping students grasp abstract concepts of faith. Wordwall serves as a pedagogical tool that bridges the gap between elementary students' cognitive development stages and faith-based content, thereby fostering not only memorization skills but also a deeper understanding and the internalization of faith values in daily behavior. Additionally, Wordwall functions as a formative assessment tool that supports teachers in continuously monitoring students' learning progress.

Meanwhile, in the context of non-formal education at the door-to-door tutoring center Ledug Pintar, Wordwall demonstrates high flexibility in adapting to students' needs and characteristics. This tool is effective for reinforcing foundational Islamic Education (PAI) material through a personalized, contextual, and participatory learning approach. Wordwall's support for differentiated instruction makes it an ideal tool for enhancing student motivation, material comprehension, and the development of religious attitudes outside the formal school environment. Thus, Wordwall can be viewed as an innovative learning tool that contributes significantly to improving the quality of Islamic Religious Education. The appropriate and well-planned integration of Wordwall not only enriches teaching methods but also supports the achievement of Islamic Religious Education goals focused on strengthening faith, fostering Islamic character, and developing students' competencies holistically.

## REFERENCES

- Adillah, R., Arfika, N., Purba, F. P. Y., & Yus, A. (2023). Analisis Media Belajar Digital di Generasi Alpha Era Society 5.0 Mendukung Kurikulum Merdeka. *Jurnal Generasi Ceria Indonesia*, 1(2), 84–88. <https://doi.org/10.47709/geci.v1i2.3177>
- Fitria, H. (2020). Efektivitas Media Pembelajaran Interaktif dalam Meningkatkan Minat Belajar. *Jurnal Inovasi Pendidikan*, 3(7), 201–210.
- Moorhouse, B. L., & Kohnke, L. (2024). Creating the Conditions for Vocabulary Learning with Wordwall. *RELC Journal*, 55(1), 234–239. <https://doi.org/10.1177/00336882221092796>
- Oktariyanti, D., Frima, A., & Febriandi, R. (2021). Pengembangan Media Pembelajaran Online Berbasis Game Edukasi Wordwall Tema Indahnya Kebersamaan pada Siswa Sekolah Dasar. *Jurnal Basicedu*, 5.
- Rahmah, S. (2022). Media Digital Interaktif dalam Pembelajaran Pendidikan Agama Islam. *Jurnal Pendidikan Islam*, 2(11), 123–135.
- Sari, L., & Sunarti. (2021). Pengaruh Media Berbasis Game terhadap Motivasi Belajar Siswa. *Jurnal Teknologi Pendidikan*, 1(23), 45–56.
- Tigor Sitohang, Eva Dita Yanti Simanjuntak, Sarah Evelyn Samosir, Mindela Frida

Panggabean, & Sarah Evelyn Simanjuntak. (2024). Penggunaan Website Wordwall Sebagai Media Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa di SMK Bima Utomo. *Kegiatan Positif: Jurnal Hasil Karya Pengabdian Masyarakat*, 2(1), 11–24. <https://doi.org/10.61132/kegiatanpositif.v2i1.790>

Wahyu. (2022a). Pembelajaran Literasi Digital Para Pejuang Media Lembaga Pendidikan Dakwah. *Jurnal Pendidikan Islam*, 2(5), 65–71.

Wahyu. (2022b). *Pembelajaran Literasi Digital Para Pejuang Media Lembaga Pendidikan Dakwah*. 5(2), 65–71.

Yusuf, M. (2019). Pembelajaran Huruf Hijaiyah melalui Media Digital untuk Anak Usia Dini. *Jurnal Anak Usia Dini*, 1(5), 55–66.