

The Effect of the Wordwall Platform on Students' Learning Outcomes in the Akidah Akhlak Subject

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Abstract

This study was designed to analyze the impact of implementing Wordwall-based interactive learning media on the learning outcomes of eighth-grade students in the Akidah Akhlak course at an Islamic junior high school in Indonesia. It was found that eighth-grade students at this school were not achieving their full academic potential in the Akidah Akhlak course. This phenomenon is believed to be related to a lack of variety in teaching methods and low student participation in the teaching-learning process. This study employs a quantitative approach using a quasi-experimental method that adopts a Non-Equivalent Control Group design. This study involved 45 students, who were divided into two classes: VIII.1 as the comparison (control) group and VIII.2 as the treatment (experimental) group, which would undergo an intervention using the Wordwall platform. Data were collected through observation, evaluation of academic achievement, and document review. Data analysis included tests of normality, homogeneity, and hypothesis testing using the t-test for independent samples. The study results showed a significance value (Sig., 2-tailed) of 0.016. This value is lower than the threshold of 0.05, indicating a significant difference in learning achievement between the treatment group and the control group. These findings support the conclusion that the use of Wordwall has a positive impact on improving students' learning outcomes in the Akidah Akhlak subject. Thus, Wordwall can be considered an effective digital learning alternative to enhance the quality of Akidah Akhlak instruction, given its ability to increase active student participation and create a more dynamic and engaging learning environment.

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INTRODUCTION

Digital disruption has impacted various aspects of human life, including the education sector. Rapid advances in information and communication technology have fundamentally transformed perspectives on learning. Instructional frameworks, which were previously dominated by the teacher's role, are now learner-centered. From this perspective, technology serves not merely as a facilitator but also as a policy tool that can enhance the quality of the educational process, making it more dynamic, effective, and aligned with the profiles of today's generation of digital

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learners (Pinta et al., 2024). Therefore, the integration of technology into learning activities is crucial for refining teaching and learning methods and improving the effectiveness of student learning outcomes (Agusti & Aslam, 2022; Dotutinggi et al., 2023; Fadilah et al., 2025; Nadia, 2022).

Educators' readiness to design and manage learning activities that engage students is a crucial element in achieving satisfactory learning outcomes. Instructional effectiveness stems not only from educators' mastery of subject matter but also from the application of methods, strategies, and instructional tools that align with the subject matter and students' preferences. Instructional tools serve a vital function as a medium of communication that facilitates the transfer of information from educators to students, thereby enabling abstract concepts to be internalized and made more concrete and relevant (Safitri et al., 2022). As the educational cycle progresses, the use of appropriate instructional tools has also been shown to boost students' enthusiasm, engagement, and participation (Ramadhani et al., 2023).

Constructivist theory in learning aligns with the use of diverse instructional media. Based on this theory, learning media not only serve as a means of transmitting information but also facilitate students in learning, internalizing, and constructing knowledge autonomously (Ramadhani et al., 2023). Students' cognitive, affective, and psychomotor participation in the learning process is encouraged because interactive media can enhance the educational environment.

Furthermore, advances in digital technology have facilitated the transition from traditional teaching methods to technology-based methods that offer greater flexibility and interactivity. Digital learning facilitates the delivery of content through the integration of text, images, audio, video, and animation, along with interactive activities designed to enhance student participation and retention. The combination of various formats for presenting information can support more effective information processing by learners, as it engages both verbal and visual channels simultaneously (Nurvania, 2025). Thus, the use of carefully designed digital media has the potential to improve the quality of the learning experience while deepening understanding of the concepts being taught.

Digital media is also a crucial element in 21st-century pedagogy, designed to foster creativity, analytical skills, collaboration, and communication skills among students. Collaborative teaching can make the classroom atmosphere more engaging, reduce boredom, and strengthen students' intrinsic motivation to acquire knowledge (Aidah & Nurafni, 2022). Consequently, the application of progressive learning media not only has the potential to improve students' academic achievement but also facilitates a more dynamic, student-centered, and effective teaching process.

In the context of Islamic education, particularly in the field of Akidah Akhlak, the integration of innovation-oriented learning media is crucial. This subject not only focuses on enhancing students' cognitive abilities but also has a mandate to foster attitudes, character, and ethics that align with the principles of Islamic teachings. Materials related to fundamental moral principles such as integrity (*amanah*), honesty, proper conduct toward authority figures (parents and educators), and other essential ethical values are often delivered through traditional methods, such as lectures and the use of printed materials. This situation has the potential to make students passive in the learning process. Furthermore, they face challenges in understanding and internalizing the concepts being taught (Aliatunisa & Faridi, 2024). The implication is the creation of a less interactive learning environment, which in turn leads to low student learning outcomes.

Advances in educational technology have led to the development of various digital learning tools. Wordwall is a popular game-based learning platform that allows teachers to conduct a variety of interactive activities, such as puzzles, quizzes, matching exercises, random wheels, and various other types of digital assessments.

Wordwall has the ability to create a fun learning environment, increase the desire to learn, and encourage students to actively participate in the learning process (Hidayati, 2022; Ikhsan & Soraya, 2024). Additionally, Wordwall helps teachers organize materials and conduct learning assessments through various digital platforms, such as WhatsApp and Google Classroom (Khoriyah & Muhid, 2022).

From a pedagogical perspective, Wordwall demonstrates the use of a game-based learning approach that places students at the center of the learning process. This method increases student participation by incorporating game elements such as challenges, competition, immediate feedback, rewards, and the achievement of specific goals. Studies show that incorporating game elements into learning can improve students' attention, concentration, and perseverance. This leads to a more effective learning process and better learning outcomes compared to conventional teaching methods (Aprilia & Hartutik, 2024).

Wordwall is also flexible enough to adapt to students' various learning styles. Wordwall can help students learn a wide range of topics by combining text, images, audio, and interactive activities. This makes learning more inclusive and flexible. In addition, the real-time feedback feature allows students to know how well they understand the topics they are studying. On the other hand, teachers can use data gathered from student activities as a basis for ongoing assessment and improvement of learning. For studying Akidah Akhlak, Wordwall becomes even more relevant because the material taught requires not only an understanding of basic concepts but also an understanding of moral values and how they can be applied in daily life. Engaging in interactive activities with this material can help students understand the concepts of Akidah Akhlak in a more specific and contextual way. As a result, learning is no longer focused on rote memorization; instead, it encourages students to actively participate in the process of understanding, analyzing, and internalizing the values being taught.

Furthermore, Wordwall aligns with contemporary educational aspirations that prioritize the use of digital tools to facilitate a learning environment that is engaging, participatory, and focused on students' needs. Thus, Wordwall serves not only as a learning tool but also as a pedagogical instrument to enrich classroom dynamics, stimulate student engagement in the learning process, and optimize student learning outcomes.

Previous studies have shown that Wordwall aids learning. A study (Rani, 2023) found that Wordwall can significantly increase students' interest in Islamic religious education. A literature review has supported these findings (Alfusanah et al., 2024), which found that Wordwall helps make learning more interactive, facilitates assessment, and contributes to improved student learning outcomes. Other research also indicates that using Wordwall can make learning more active and keep students more engaged (Hafinda et al., 2025).

However, previous research has largely focused on the impact of Wordwall on learning interest, learning motivation, or Islamic Religious Education as a whole. Although the Akidah Akhlak subject requires conceptual understanding and the internalization of moral values, research specifically evaluating the impact of Wordwall on student learning outcomes in madrasah tsanawiyah remains very limited.

An initial review at State Madrasah Tsanawiyah 1 in Pariaman City indicates that the learning process for Akidah Akhlak has not yet reached an optimal level. One suspected cause of this situation is the predominant use of conventional learning media, which has resulted in low student engagement. Therefore, innovation in teaching methods is essential to encourage greater student participation and improve their learning outcomes. This study employs a quasi-experimental design to analyze the efficacy of using Wordwall as a learning medium in Akidah Akhlak

instruction at the madrasah tsanawiyah level. Given the novelty of this methodology, the primary focus of this study is to examine the impact of implementing Wordwall on the academic achievement of eighth-grade students in the Akidah Akhlak course at State Junior High School 1 in Pariaman City. It is hoped that the results of this study will contribute theoretically to the development of research in the field of Islamic educational technology, while also providing practical guidance for teachers in adopting digital learning media that have the potential to optimize student achievement.

METHODS

This study employs a quantitative approach using a quasi-experimental research method. The design applied is the Nonequivalent Control Group Design, which involves an experimental group and a control group without random assignment of subjects at the individual level. This design was chosen because the research took place in pre-existing classrooms, making it more relevant for application in a formal educational setting. Furthermore, this design allows researchers to examine the effectiveness of an intervention in real-world learning situations, ensuring that the research findings more authentically reflect field conditions (Anidar et al., 2026; Efendi et al., 2026; Engkizar et al., 2026; Engkizar et al., 2026; Masoud & Almajri, 2025; Putri et al., 2025)

The research was conducted at State Madrasah Tsanawiyah 1 in Pariaman City, located on Jalan Tan Malaka, Pasir Pauh Village, Pariaman Tengah Subdistrict, Pariaman City, West Sumatra. The research activities took place during the even semester of the 2025/2026 academic year, specifically from April through May 2026. The selection of the research location was based on the availability of adequate technology-based learning support facilities. Additionally, preliminary observations indicated that the teaching of Akidah Akhlak at this madrasah still required the development of more innovative learning media to improve the quality of students' learning processes and outcomes.

The study population comprised all eighth-grade students at State Madrasah Tsanawiyah 1 in Pariaman City for the 2025/2026 academic year. The sample was selected using the cluster random sampling technique, a method in which groups or classes serve as the sampling units. This method is often used in educational research because teaching and learning activities are typically conducted within existing classroom units, making it more practical and efficient to implement (Sugiyono, 2023). Through a random selection process from the available classes, two classes were chosen as the research sample, with one class designated as the experimental group and the other as the control group.

Data collection was conducted using observation and testing methods. The observation aimed to provide an overview of teaching and learning activities and the extent of student participation in the educational process. Meanwhile, the tests served to evaluate students' academic achievement in the Akidah Akhlak subject. The tests were administered in two phases: a pretest before the intervention and a posttest after the intervention was implemented. Data collection was carried out using observation and testing methods. The observations aimed to provide an overview of teaching and learning activities and the extent of student participation in the educational process. On the other hand, the test serves to evaluate students' academic achievement in the Akidah Akhlak subject. The test instrument is administered in two phases: a pretest before the intervention and a posttest after the intervention is implemented. Before being used in the study, the instrument first underwent validity and reliability testing. The validity of the instruments was evaluated through expert judgment and item analysis, while their reliability was tested

using reliability coefficients appropriate for the characteristics of the research data (Cohen & Wills, 1985).

Data analysis was conducted using SPSS Statistics 22 for Windows. The first phase of the analysis involved descriptive statistics to provide a brief overview of the characteristics of the research data. Next, a normality test was conducted to confirm the data distribution, and a homogeneity test was performed to evaluate the uniformity of variance among the groups. Once all the prerequisites for analysis were met, hypothesis testing was conducted using an independent samples t-test at a 5% significance level ($\alpha = 0.05$). This test was used to detect differences in learning outcomes between the experimental and control groups after each group received a different intervention. The choice of the Independent Samples t-Test was based on the nature of the study, which compared the mean scores of two separate groups; thus, this method is considered appropriate and commonly used in experimental studies in the field of education.

RESULT AND DISCUSSION

This study employed a Nonequivalent Control Group Design, consisting of two groups. The experimental group received instruction using Wordwall, while the control group received instruction using conventional print materials. To maintain the internal validity of the study, all components of the instruction including learning objectives, content, instructors, methods, time allocation, and assessment instruments were designed and implemented uniformly for both groups. Therefore, the only difference in treatment applied was the learning medium used during the educational process.

Before the study began, both groups took a pretest to assess the students' initial proficiency in the subject of Akidah Akhlak. The pretest was conducted to determine how well students mastered the material before beginning the learning process. It was also conducted to ensure that the initial proficiency levels of the experimental and control groups were comparable. Equivalence in initial ability in experimental research is crucial because it reduces bias and enhances the internal validity of the study. The pretest results were also used to determine the students' initial level of understanding of the material to be studied. This allowed the researcher to evaluate changes in learning outcomes that occurred after the intervention was administered.

In addition, the experimental group received instruction via Wordwall, while the control group received instruction through traditional print materials. The learning process for both groups utilized the same content, learning objectives, time allocation, and assessment tools. As a result, the learning outcomes resulting from the use of different instructional media did not differ significantly. After the learning sequence was completed, a posttest was administered to both groups to evaluate the students' learning outcomes following the intervention.

The purpose of the posttest was to determine how well students mastered the material after the learning process and to what extent the use of Wordwall improved learning outcomes. A comparison of pretest and posttest scores revealed significant improvements in student performance in each group. Therefore, the analysis of pretest and posttest results provides an empirical basis for determining whether the use of Wordwall had a significant effect on students' learning outcomes in the Akidah Akhlak course. It also demonstrates changes in students' learning outcomes.

This study is consistent with the research conducted by Akbar and (Aprilia & Hartutik, 2024), which concluded that the Wordwall platform is capable of increasing students' enthusiasm and academic achievement through participation in dynamic learning activities. These findings also reinforce (Safitri et al., 2022) argument that Wordwall contributes to a more engaging learning experience, which in turn stimulates increased student interest in the subject matter. The increase in student engagement in the classroom aligns with an increase in their intrinsic motivation. Consequently, this

contributes to superior learning outcomes. Furthermore, the results of this study align with the claim by (Rani, 2023), who demonstrated that the web-based Wordwall application has a substantial positive impact on students' interest in learning and their achievements in the field of Islamic Religious Education. Similar findings were reported by (Alfusanah et al., 2024), who noted that Wordwall not only facilitates increased interaction during the learning process but also helps educators conduct learning assessments more effectively through the use of its available features (Creswell, 2014; Mackiewicz, 2018).

Table 1. Descriptive Statistics of Pretest Results

Group	N	Minimum	Maximum	Total Score	Mean
Experiment	23	44	94	1751	76.13
Control	22	56	88	1569	71.31

Based on table 1, it can be seen that the average pretest score for the experimental group was 76.13, while the average score for the control group was 71.31. These results indicate that the students' initial competencies in both groups were quite similar before the intervention was implemented, providing an equal baseline for evaluating the impact of the intervention.

Table 2. Descriptive Statistics of Posttest Results

Group	N	Minimum	Maximum	Total Score	Mean
Experiment	23	75	100	2030	88.26
Control	22	56	100	1777	80.77

Table 2 indicates that the average posttest score for the experimental group was 88.26, while the average score for the control group was 80.77. This shows that the experimental group demonstrated superior learning outcomes compared to the control group following the intervention.

Table 3. Improvement in Students' Learning Outcomes

Group	Mean Pretest	Mean Posttest	Increase
Experiment	76.13	88.26	12.13
Control	71.31	80.77	9.46

The data presented in table 3 show that the experimental group achieved a 12.13-point increase in learning outcomes, whereas the control group recorded an increase of only 9.46 points. These findings indicate that the use of Wordwall contributes to a more substantial improvement in learning outcomes compared to conventional teaching methods.

Prerequisite Tests for Analysis

Before hypothesis testing is conducted, the normality of the data will first be verified using the Shapiro Wilk test. The normality test is a fundamental requirement in parametric statistical analysis methods, serving to confirm whether the research data are drawn from a population with a normal distribution. Compliance with the assumption of normality is absolutely necessary so that the application of parametric statistical methods, such as the Independent Sample t-Test, can provide precise estimates and interpretations. The Shapiro–Wilk test was chosen based on its superior sensitivity and accuracy in detecting a normal distribution, particularly in studies involving relatively small sample sizes ($n < 50$).

Normality tests were conducted on the data from the experimental and control groups. The criteria for the Shapiro Wilk test stipulate that data are considered normally distributed if the significance value (Sig.) exceeds 0.05. Conversely, data are considered not normally distributed if the significance value is below 0.05. The analysis results show that all research data have significance values higher than 0.05. Thus, it can be concluded that the data in both groups experimental and control follow a normal distribution. This fulfills one of the prerequisites required to proceed with parametric statistical analysis. The students' learning outcomes data did not show any

significant deviation from a normal distribution, thus meeting the assumption of normality. Consequently, the research data met one of the requirements for conducting parametric statistical analysis. These results provide a strong foundation for subsequent analytical steps. The effect of using the Wordwall platform on students' moral ethics learning outcomes was assessed in this stage, which included a homogeneity test and a hypothesis test using an independent samples t-test. The results indicate that applying parametric statistical methods to data that meet the assumption of normality can improve the accuracy of research result interpretation and support the reliability of the conclusions drawn (Cresswell, 2007; Weyant, 2022).

Table 4. Results of the Data Normality Test

Group	Shapiro-Wilk Statistic	Sig.	Group
Pretest Experiment	0.915	0.053	Pretest Experiment
Posttest Experiment	0.917	0.098	Posttest Experiment
Pretest Control	0.950	0.311	Pretest Control
Posttest Control	0.926	0.100	Posttest Control

Based on the information presented in Table 4, all significance values (Sig.) exceed the threshold of 0.05. This finding confirms that the distribution of the research data is normal, thereby fulfilling one of the fundamental prerequisites for the application of parametric statistical analysis. With the normality test complete, the data can proceed to the next stage of analysis, namely the use of a t-test to test the proposed hypotheses.

Hypothesis Testing

Hypothesis testing was conducted after all relevant statistical assumptions were met. The purpose of this test was to determine whether there was a difference in the mean learning achievement scores between the experimental and control groups. Consequently, an independent samples t-test was applied to compare the learning achievement scores of the two independent groups. The decision to use this test was based on the study's objective of evaluating the effectiveness of using Wordwall compared to conventional teaching methods in improving students' learning achievement scores. Data analysis was performed at a significance level of 5% ($\alpha = 0.05$).

Table 5. Results of the Independent Samples t-Test

Variable	Mean Difference	t	df	Sig. (2-tailed)
Posttest Experiment vs. Control	-7.227	-2.617	21	0.016

The results of the hypothesis testing analysis show that the significance value (Sig., 2-tailed) is 0.016. This figure is below the predetermined significance threshold of 0.05 ($0.016 < 0.05$). Based on the criteria for hypothesis testing, the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. Thus, it can be concluded that the use of the Wordwall platform has a significant effect on the academic achievement of eighth-grade students in the Akidah Akhlak course at State Madrasah Tsanawiyah 1 in Pariaman City 1.

The research results indicate that the use of Wordwall has a positive and substantial effect on students' learning competencies. This is evidenced by the average posttest score in the experimental group, which reached 88.26, surpassing the control group's average of 80.77. In addition, there was a 12.13-point increase in learning scores in the experimental group, which was higher than the average increase in the control group, namely 9.46 points. These results underscore that the use of Wordwall in the Akidah Akhlak learning process has the potential to improve students' retention of the material.

Wordwall's strength as a game-based learning tool enables better learning

outcomes. Wordwall offers a variety of interactive games, such as quizzes, matching games, spin the wheel, and educational games, which have the potential to increase students' attention and engagement while they learn. Wordwall distinguishes itself from conventional, teacher-centered learning by giving students the opportunity to actively participate in lessons. Consequently, the learning process becomes more meaningful.

Observations conducted during the study period indicated that, prior to the implementation of Wordwall, Akidah Akhlak instruction generally relied on lectures and printed materials. This situation led to some students showing a loss of focus, boredom, and minimal participation in question-and-answer sessions and discussions. Some students even showed signs of inattention, such as dozing off, chatting with classmates, or ignoring the teacher's explanations. Consequently, students' understanding of the subject matter was suboptimal. Following the implementation of Wordwall, there has been a substantial improvement in student participation during the teaching and learning process. Students appear more enthusiastic about participating in lessons, are more active in answering questions, and show increased motivation to achieve optimal results in every activity presented.

The learning environment became more lively, competitive, and enjoyable, making it easier for students to understand the concepts of Akidah Akhlak, which were previously considered abstract and uninteresting. This study is consistent with the findings of (Fadilah et al., 2025), which indicate that Wordwall can increase students' enthusiasm and academic achievement through active participation in learning activities. These findings also reinforce (Safitri et al., 2022) argument regarding Wordwall's ability to present engaging learning materials, thereby stimulating students' interest in learning. Increased learning motivation is directly correlated with the level of student engagement in the classroom, which in turn contributes to more optimal learning outcomes. Furthermore, the results of this study align with the conclusions of (Rani, 2023), which highlight the substantial impact of the web-based Wordwall platform on students' interest and learning outcomes in Islamic Religious Education. Similarly, (Alfusanah et al., 2024) found that Wordwall not only facilitates more dynamic interactions in the learning process but also provides educators with more effective tools for assessment through its various features.

Nevertheless, the implementation of Wordwall in the classroom still faces several challenges. Key supporting factors include increased motivation to learn, active student participation, and the ease with which teachers can present material and assess learning. The inhibiting factors identified include limited internet access, the fact that not all students have adequate devices, and the still-limited experience of both teachers and students in utilizing digital learning media. Additionally, some Wordwall features are only accessible through paid services, thereby limiting their optimal use. Overall, the results of this study indicate that the use of Wordwall has proven effective in improving students' learning outcomes in the Akidah Akhlak subject. These findings reinforce the argument that the use of game-based digital learning media can serve as an innovative alternative for creating more active, interactive, and student-centered learning, particularly in the context of Islamic education at the madrasah tsanawiyah level.

CONCLUSION

The results show positive and significant learning outcomes after using the Wordwall learning tool. Students in the experimental group who used Wordwall achieved better overall learning outcomes compared to the control group, which used conventional print materials. The experimental group using Wordwall had an average posttest score of 88.26, indicating an improvement in learning compared to the control group. The results show that the use of digital educational tools can make a greater contribution to students' academic achievement. The use of Wordwall not

only demonstrates improved learning outcomes but also enables the creation of a more interactive, engaging, and student-centered learning environment. Wordwall's interactive features encourage students to be more active, increase their motivation to learn, and enhance their focus during the learning process. These conditions help students better understand Akidah Akhlak material, which was previously often considered uninteresting and abstract when taught conventionally.

This study offers theoretical implications regarding the potential of digital game-based Islamic education methods. In practical terms, the findings of this study can serve as a guide for educators and educational administrators in developing innovative learning approaches that integrate digital technology, with the aim of enhancing the effectiveness of the teaching-learning process and students' learning outcomes. Thus, Wordwall is recommended as an option worth considering for implementation in Akidah Akhlak instruction as well as other academic disciplines. Conversely, the sample size used in this study was very limited, and the study was confined to a single madrasah. Therefore, further research should involve a larger sample from various educational levels and consider additional elements such as critical thinking skills, learning motivation, and student engagement. In this way, it will be possible to optimize the development of technology-based learning media to support a more creative and innovative transformation of education.

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