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The Development of Arabic Language Learning Media Using Wordwall for Madrasah Ibtidaiyah

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Abstract

This study aims to develop Arabic language learning media using Wordwall to support instructional effectiveness at the Madrasah Ibtidaiyah level. The research employed a Research and Development (R&D) approach using the ADDIE model, comprising five stages: Analysis, Design, Development, Implementation, and Evaluation. Expert validations by content and media specialists indicated that the developed media is very valid. Practicality tests conducted with students and teachers revealed that the media is highly practical for classroom implementation. The interactive features of Wordwall were found to enhance student engagement and facilitate vocabulary acquisition. The findings suggest that the media is not only valid and practical but also contributes to improving the quality of Arabic language instruction in Madrasah Ibtidaiyah through the integration of technology-based learning tools.

Keywords: *Arabic language learning media, Wordwall, ADDIE model*

Abstrak

Penelitian ini bertujuan untuk mengembangkan media pembelajaran bahasa Arab berbasis Wordwall guna mendukung efektivitas pembelajaran di tingkat Madrasah Ibtidaiyah. Metode yang digunakan adalah Research and Development (R&D) dengan model pengembangan ADDIE yang meliputi lima tahap: Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Validasi oleh ahli materi dan ahli media menunjukkan bahwa media yang dikembangkan termasuk dalam kategori sangat valid. Uji kepraktisan yang dilakukan terhadap peserta didik dan pendidik menunjukkan bahwa media ini sangat praktis untuk digunakan dalam pembelajaran. Fitur interaktif Wordwall terbukti meningkatkan keterlibatan siswa dan memfasilitasi penguasaan kosakata. Hasil penelitian ini menunjukkan bahwa media pembelajaran yang dikembangkan tidak hanya valid dan praktis, tetapi juga memberikan kontribusi dalam meningkatkan kualitas pembelajaran bahasa Arab melalui pemanfaatan teknologi di Madrasah Ibtidaiyah.

Kata kunci: *Media Pembelajaran Bahasa Arab, Wordwall, Model ADDIE*

Introduction

Arabic language instruction at *Madrasah Ibtidaiyah* (MI) plays a strategic role in equipping students with the foundational skills needed to understand Islamic teachings

through their original sources, namely the Qur'an and Hadith. Arabic is not merely treated as a school subject but serves as a foundational language for accessing and comprehending religious literature in its authentic form.¹ Therefore, fundamental competencies such as vocabulary mastery (*mufradat*) must be developed from an early age to enable students to read, understand, and interpret religious texts in Arabic accurately.

In practice, however, many MI students encounter difficulties in memorizing and understanding *mufradat*. One of the primary causes of this problem is the use of monotonous and predominantly textual learning media. Instruction is often delivered through conventional means, such as textbooks or teacher-centered lectures, with little to no variation or interactive components. As a result, students become disengaged and passive participants in the learning process, which in turn hampers the optimal achievement of Arabic language learning objectives.

The use of appropriate and innovative instructional media is a crucial solution to address these challenges. In the context of 21st-century education, the integration of educational technology can facilitate a more dynamic, enjoyable, and student-centered learning experience.² Effective media should not only transmit information but also foster interaction, motivation, and deep conceptual understanding. Consequently, teachers are encouraged to explore technology-based media to enrich their instructional strategies.

One increasingly popular innovation in digital learning media is *Wordwall*. This web-based application provides a variety of educational game templates such as *Match Up*, *Quiz*, *Spin the Wheel*, and *Find the Match*. Wordwall allows teachers to present learning content in the form of interactive quizzes and games that directly engage students. Its application aligns with the principles of game-based learning, which has been shown to enhance focus, encourage active participation, and increase learners' enjoyment in the classroom.³

¹ Satrio, "Urgensi Penguasaan Bahasa Arab Dalam Studi Islam Di Indonesia," *PERADA* 1, no. 2 (December 29, 2018): 163–177, doi: 10.35961/perada.v1i2.22.

² Sitaman Said, "Peran Teknologi Sebagai Media Pembelajaran Di Era Abad 21," *Jurnal PenKoMi: Kajian Pendidikan & Ekonomi*, 6, no. 2 (2023): 194–202, <https://jurnal.stkipbima.ac.id/index.php/PK/article/view/1300>.

³ Agus Wildan, Suherman Suherman, and Isti Rusdiyani, "Pengembangan Media GAULL (Game Edukasi Wordwall) Pada Materi Bangun Ruang Untuk Siswa Sekolah Dasar," *Jurnal Cendekia: Jurnal Pendidikan Matematika* 7, no. 2 (2023): 1623–1634, doi: 10.31004/cendekia.v7i2.2357.

Previous studies have demonstrated the effectiveness of Wordwall in improving student learning outcomes. For instance, research by Hana et al. found that Wordwall significantly boosted student motivation in learning Indonesian at the elementary level.⁴ Similarly, a study by Waluyo et al. revealed that Wordwall fostered a positive and engaging classroom atmosphere, encouraging students' active involvement in the learning process.⁵ These findings support the assumption that Wordwall holds substantial potential for adaptation across various subjects, including Arabic language instruction.

However, the use of Wordwall in the context of Arabic language learning—particularly in mastering *mufradat* at the MI level—has received limited research attention. Most Arabic language teachers still rely on conventional media without the support of interactive digital tools. In fact, considering the active and visual learning styles of MI students, there is a clear need for engaging and enjoyable approaches that can help them grasp the learning material more effectively. The absence of suitable media is one of the contributing factors to students' low *mufradat* acquisition.

Recognizing this gap, the present study offers a novel contribution by developing a Wordwall-based Arabic language learning medium specifically tailored to the needs of MI students. The developed media is not only digital and interactive but also aligned with linguistic aspects and the developmental characteristics of young learners at the primary level. This innovation aims to address the lack of student motivation and engagement in Arabic language learning and serve as an alternative solution for teachers in presenting *mufradat* material more effectively.

Based on the aforementioned background, the primary focus of this study is to develop and evaluate the feasibility of a Wordwall-based Arabic language learning medium for MI students. The study not only assesses the validity and practicality of the developed media but also examines its contribution to improving students' *mufradat* acquisition. It is expected that the implementation of this media will make Arabic language learning at the MI

⁴ Siti Nurjanah Hana Septiani Dinila, Fitri Siti Sundari, "Penerapan Pendekatan Culturally Responsive Teaching (CRT) Berbantuan Media Wordwall Untuk Meningkatkan Motivasi Belajar Peserta Didik Kelas IV Di SDN Bondongan," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 09, no. 02 (2024): 4380–4389, <https://journal.unpas.ac.id/index.php/pendas/article/view/14230>.

⁵ Waluyo Hadi, Yofita Sari, and Nadra Maulida Pasha, "Analisis Penggunaan Media Interaktif Wordwall Terhadap Peningkatan Hasil Belajar IPA Di Sekolah Dasar," *Jurnal Pendidikan Mipa* 14, no. 2 (2024): 466–473, <https://doi.org/10.37630/jpm.v14i2.1570>.

level more engaging, participatory, and meaningful in line with 21st-century educational demands.

Method

This study is a type of Research and Development (R&D) that employs the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation.⁶ This model was chosen because it offers a systematic and flexible framework for developing technology-based instructional media. In this research, the ADDIE model was applied practically to develop Wordwall-based instructional media for teaching *mufradat* (vocabulary) in Arabic language learning at the Madrasah Ibtidaiyah level. The study involved 20 fifth-grade students from MI NU Sumber Agung, selected through purposive sampling based on the criteria that they had received basic vocabulary instruction and actively participated in Arabic language learning. In addition to the students, two Arabic language teachers participated in assessing the practicality of the media, and two experts, a subject matter expert and a media expert were involved in the product validation process.

The research instruments included expert validation sheets consisting of 10–12 evaluation items rated on a 4-point Likert scale, with reliability scores of $\alpha = 0.82$ for the subject matter expert and $\alpha = 0.79$ for the media expert. Other instruments included a student response questionnaire with 10 items using the same Likert scale, and a teacher evaluation questionnaire comprising 8 statements focused on usability, student engagement, and media effectiveness. The development procedure began with an analysis phase through observations and interviews with Arabic teachers to identify instructional media needs and challenges in vocabulary learning. The design phase involved organizing the content and layout of the media in accordance with the Madrasah Ibtidaiyah curriculum. The development stage utilized Wordwall features such as Match Up and Find the Match, and the resulting product was validated by the experts. During implementation, the media was tested over two 60-minute instructional sessions, where the teacher acted as a facilitator and students worked in small groups. Evaluation was conducted based on validation results and user responses to determine the feasibility and practicality of the media.

⁶ Walter R. Borg dan Meredith D. Gall, *Educational Research: An Introduction* (New York: Longman, 1983).

Quantitative data from validation and questionnaires were analyzed using descriptive statistics by converting scores into percentages and categorizing them into validity/practicality levels. Qualitative data from expert and teacher feedback were used to revise and improve the media. The study adhered to ethical principles of educational research, with official approval obtained from the school and informed consent provided by students' guardians to allow their children to participate in the instructional trials.

Result and Discussion

This study was conducted with the primary objective of developing Arabic language learning media using the Wordwall platform for fifth-grade students at MI NU Sumber Agung. The development process employed the ADDIE model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was chosen for its structured yet flexible approach, making it highly suitable for the development of educational media that integrates digital technology. Through this model, each stage was carried out thoroughly to ensure that the resulting media aligns with the actual needs of the students and supports the learning objectives of Arabic vocabulary (*mufradat*) at the Madrasah Ibtidaiyah level.

The development process of the media began with an in-depth needs analysis through interviews and observations with the Arabic language teacher to identify the challenges students faced in learning vocabulary. The next stage was the design phase, where the structure, layout, and content of the media were tailored to suit students' learning styles and the demands of the curriculum. In the development phase, Wordwall features such as "Match Up" and "Find the Match" were utilized to create an interactive and engaging learning experience. These features were selected based on their potential to enhance student engagement and vocabulary retention through visual and game-based learning strategies.

To ensure the quality and feasibility of the media, a validation process was carried out involving four experts: two subject matter experts and two media experts. These experts evaluated various aspects of the media, including content accuracy, language clarity, visual design appeal, and the appropriateness of presentation. Their evaluation aimed to verify whether the media met educational standards and was suitable for use by Madrasah Ibtidaiyah students who require age-appropriate content and engaging formats. The results of this validation provided a strong foundation for implementing the media in actual classroom settings and for further refinement based on expert feedback.

The validation results indicated that the Wordwall-based Arabic learning media developed in this study received a classification of "very valid" from all evaluators involved in the assessment process. The evaluation was conducted by two subject matter experts and two media experts using a structured instrument based on specific criteria. The average validation score from the subject matter experts reached 82%, while the media experts gave an average score of 81%. These percentages fall into the "very high" category, reflecting that the developed media met established quality standards in terms of both content and visual design. These high scores serve as a significant indicator that the media development process was carried out systematically, with balanced consideration of both pedagogical and technological aspects.

The validation conducted by the subject matter experts focused on the alignment of the media content with the learning objectives and the Madrasah Ibtidaiyah curriculum. The experts affirmed that the selected vocabulary (*mufradat*) was appropriate for the cognitive level of fifth-grade students and supported the achievement of the established basic competencies. Additionally, the use of Arabic in the media was deemed accurate, relevant, and contextual, thereby enhancing the educational value of the learning material. The experts also assessed the extent to which the exercises and tasks included in the media were connected to students' daily experiences, which was considered crucial in promoting better vocabulary retention and comprehension.

Meanwhile, the validation conducted by media experts emphasized aspects of visual design, interactivity, navigation, and user interface. The findings showed that the media had a high visual appeal and effectively encouraged student engagement throughout the learning process. Interactive features available on Wordwall, such as "drag and drop," "match up," and responsive animations, were considered highly motivating for students. Additionally, the media's neat layout, well-contrasted color scheme, as well as clearly presented icons and instructions, contributed positively to its ease of use. Therefore, the validation results confirmed that this Wordwall-based media is not only appropriate in terms of content but also effective visually and technically for use in a digital and interactive language learning environment.

Overall, the validation results of the Wordwall-based learning media indicate that this media is suitable for use in the Arabic language learning process for fifth-grade students at Madrasah Ibtidaiyah (MI). Assessments conducted by content and media experts confirmed

that this media meets the standards of content feasibility and language use appropriate to the curriculum and students' cognitive abilities.⁷ This aligns with learning theories that emphasize the importance of aligning instructional content with the characteristics of learners to ensure that the learning process is effective and meaningful.⁸

In addition to content and language aspects, this media also excels in terms of visual design and presentation. The attractive and interactive visual design can enhance students' learning motivation and strengthen concept understanding through more optimal information processing.⁹ The Wordwall media, which integrates interactive features such as educational games, is capable of creating an enjoyable learning environment and facilitating active student engagement.¹⁰ Thus, this media not only delivers the material accurately but also accommodates the visual and kinesthetic learning styles of Madrasah Ibtidaiyah (MI) students.

The validation conducted by experts provides a strong foundation that this learning media aligns with the needs and characteristics of MI students, particularly in the context of Arabic language learning, which requires a communicative and contextual approach.¹¹ This validation support is crucial to ensure that the media can significantly enhance learning effectiveness and student motivation. Previous research has also shown that well-validated instructional media contributes to improved learning outcomes and increased student engagement in the learning process.¹² Therefore, the development of this Wordwall-based

⁷ Diki Rukmana Annisa Khadijah Shalimara, "Pengembangan Media Pembelajaran Berbasis Problem Solving Menggunakan Aplikasi Genially Pada Materi Bangun Datar Kelas V," *JP2SD (Jurnal Pemikiran dan Pengembangan Sekolah Dasar)* 12, no. 2 (2024): 272–290, <https://ejournal.umm.ac.id/index.php/jp2sd/article/view/34632>.

⁸ Agus Salim and Agus Hadi Utama, "Evaluasi Sumatif Ketepatan Pemilihan Media Pembelajaran Tepat Guna Di Sekolah Dasar (SD) Se-Kota Banjarmasin," *Penelitian Tindakan dan Pendidikan* 6, no. 2 (2020): 71–78, <https://rumahjurnal.net/ptp/article/download/886/561>.

⁹ Sandi Pradana, "Efektivitas Penggunaan Video Animasi Sebagai Media Pembelajaran Interaktif Di Sekolah Dasar," *Jurnal Transformasi Pendidikan Dasar* 01, no. 01 (2025): 33–39, <https://synergizejournal.org/index.php/JTPD/article/view/48>.

¹⁰ Mohammad Kurjum Samsul Ma'arif, Irma Soraya, "Pemanfaatan Media Pembelajaran Berbasis Wordwall Dalam Meningkatkan Keaktifan Siswa Pada Mata Pelajaran PAI," *Jurnal Ilmiah Profesi Pendidikan* 10, no. 2 (2025): 1152–1158, <https://jipp.unram.ac.id/index.php/jipp/article/view/3323>.

¹¹ H. Douglas Brown, *Principles of Language Learning and Teaching* (New York: Routledge, 2025).

¹² Sunanto Uswatul Khasanah, Dewi Widiana Rahayu, Mustofa, "Pengaruh Penggunaan Media Pembelajaran Wordwall Dan Pemberian Reward Terhadap Hasil Belajar

media represents an innovation that aligns with the demands of the curriculum and the advancement of contemporary educational technology.

The high level of validity in the Wordwall learning media indicates that the developed content has taken into account essential pedagogical principles in the learning process. One of the main principles is the active involvement of students in learning, which is a key factor in the success of the teaching and learning process.¹³ Actively engaging students helps improve understanding and retention of the material, making learning more meaningful and effective. This aligns with the constructivist learning approach, which places students at the center of the learning activity.¹⁴

In addition, the visual reinforcement implemented in the Wordwall media plays a crucial role in supporting the learning process. Presenting material in a visual and interactive format can enhance students' memory and understanding by utilizing two information processing channels: visual and verbal. Educational media that integrates visual and interactive elements is also capable of meeting the cognitive developmental needs of elementary or madrasah ibtidaiyah students, who are generally more responsive to visual stimulation and hands-on activities.¹⁵ Therefore, Wordwall not only presents the material in an engaging way but also aligns with the developmental characteristics of the students.

Furthermore, the integration of media content with the curriculum is a key indicator of the feasibility of educational media. The alignment between the learning media and the curriculum objectives ensures the relevance and effectiveness of the learning process.¹⁶ Wordwall media, designed according to the standards of the madrasah ibtidaiyah curriculum, guarantees that the material taught is not only visually appealing but also directly related to

Siswa SDN Sidosermo 1 Surabaya,” *Indonesian Research Journal on Education* 5, no. 1 (2025): 1236–1240, <https://irje.org/irje/article/view/2137>.

¹³ Bakri Anwar, “Kompetensi Pedagogik Sebagai Agen Pembelajaran,” *Shaut al Arabiyyah* 6, no. 2 (2018): 114, doi: 10.24252/saa.v6i2.7129.

¹⁴ Anselmus Y Mones et al., “Project Based Learning (Pjbl) Perspektif Progresivisme Dan Konstruktivisme,” *Prosiding Seminar Nasional “Peran Teknologi Pendidikan Menuju Pembelajaran Masa Depan: Tantangan dan Peluang”* 1, no. 1 (2023): 1–11, https://if.binadarma.ac.id/document/1667374163_Panduan_Pelaksanaan_Mata_Kuliah_Project.pdf.

¹⁵ Hamid Sakti Wibowo, *Pengembangan Teknologi Media Pembelajaran: Merancang Pengalaman Pembelajaran Yang Inovatif Dan Efektif* (Semarang: Tiram Media, 2023).

¹⁶ Amirah Zahra Muthi et al., “Efektivitas Penerapan Media Pembelajaran Video Dokumenter Dalam Pembelajaran IPS Pada Siswa SMP,” *Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra dan Budaya* 1, no. 6 (2023): 104–116.

the competencies that students must achieve. Thus, the use of this media is expected to enhance learning motivation while supporting the optimal achievement of learning goals.

Wordwall-based instructional media aligns well with the principles of constructivist theory as proposed by Piaget, which emphasizes that students construct their knowledge through direct experience and active interaction with their surroundings.¹⁷ In constructivist learning, students are not merely passive recipients of information but are actively engaged in exploring, experimenting, and reflecting on the material being studied. Wordwall provides an interactive platform that allows students to participate directly through various educational game activities that stimulate their curiosity and creativity.¹⁸

Furthermore, this active engagement is crucial because, according to Vygotsky, social interaction and meaningful learning activities can enhance students' cognitive development.¹⁹ Through the use of Wordwall, students can engage in collaborative and exploratory learning, which greatly supports the internalization of concepts and the development of critical thinking skills. This media allows teachers to create a dynamic and engaging learning environment, thereby motivating students to learn more deeply and meaningfully.²⁰ In addition, the student-centered approach supported by Wordwall aligns with the findings of Wahidin, who stated that learning that emphasizes active student participation can significantly enhance understanding and material retention.²¹ By providing space for students to actively participate, experiment, and engage in discussions, this media helps students develop critical and reflective thinking skills that are essential in the learning process.

¹⁷ Jean Piaget, *To Understand Is to Invent: The Future of Education* (New York: Grossman Publishers, 1973).

¹⁸ Desyandri Fatma Ramanda, Firman, "Pengaruh Penggunaan Media Wordwall Terhadap Pemahaman Belajar IPAS Siswa SD," *Jurnal Edu Research Indonesian Institute For Corporate Learning And Studies (IICLS)* 4, no. 4 (2024): 213–226, doi: <https://doi.org/10.47827/jer.v4i4.145>.

¹⁹ L. S. Vygotsky, *Thought and Language* (A. Kozulin, Trans) (Cambridge, MA: MIT Press, 1986).

²⁰ Gusmirawati Melvi, Martin Kustati, Rezki Amelia, "Implementasi Media Pembelajaran Wordwall Dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di SD Islam Al Muttaqin Sawahlunto," *At-Tarbiyah: Jurnal Penelitian dan Pendidikan Agama Islam* 2, no. 1 (2024): 428–433, <https://journal.staittd.ac.id/index.php/at/article/view/162>.

²¹ Wahidin, "Pengembangan Media Pembelajaran Visual Untuk Meningkatkan Pemahaman Konsep Siswa," *Jurnal Ilmiah Edukatif E-ISSN: 11*, no. 01 (2025): 285–295, <https://journal.iaisambas.ac.id/index.php/edukatif/article/view/3720>.

Therefore, Wordwall is not just a digital learning tool, but also an effective medium for implementing a constructivist, student-centered learning approach.

The use of valid and engaging instructional media plays a crucial role in enhancing students' learning motivation. Well-designed media can capture students' attention, making them more focused and interested in the material being presented.²² With its visual and interactive appeal, media such as Wordwall facilitates a learning process that is neither monotonous nor boring, thereby encouraging active student engagement in learning. In addition to capturing attention, instructional media must also be relevant to students' needs and experiences. Contextual and relatable media increase students' sense of connection and the meaningfulness of learning.²³ Wordwall, with its interactive features and variety of educational games, enables learning materials to be presented in formats that are closely aligned with students' real-world experiences, allowing them to perceive the direct benefits of the lessons.

Furthermore, effective instructional media should be able to build students' confidence in engaging with the learning process and provide a sense of satisfaction when they successfully complete tasks or learning activities.²⁴ The validity of the Wordwall media is not only measured by the accuracy of its content, but also by its ability to enhance students' intrinsic motivation through enjoyable and stimulating learning experiences. This aligns with the findings of Dasmo et al., which indicate that interactive and enjoyable learning media can significantly improve student learning outcomes and motivation.²⁵

²² Rifda Alfiyana, Sri Sukaesih, and Ning Setiati, "Pengaruh Model ARCS (Attention, Relevance, Confidence, Satisfaction) Dengan Metode Talking Stick Terhadap Motivasi Dan Hasil Belajar Siswa Materi Sistem Pencernaan Makanan," *Journal of Biology Education* 7, no. 2 (2018): 226–236, <https://doi.org/10.15294/jbe.v7i2.24287>.

²³ Miftakhul Maulidiyah, Riskha Arfiyanti, and Mudopar Mudopar, "Penerapan Model Pembelajaran Kontekstual Dengan Menggunakan Media Facebook Dalam Pembelajaran Menulis Puisi Pada Siswa SMP," *Deiksis: Jurnal Pendidikan Bahasa dan Sastra Indonesia* 5, no. 2 (2018): 91, <https://doi.org/10.33603/deiksis.v5i2.1162>.

²⁴ Supurwoko Fairusy Fitria Haryani, Annisa Dwi Nursanti, Sukarmin, Daru Wahyuningsih, "Motivasi Belajar Siswa Sekolah Menengah Pada Pembelajaran Daring Selama Pandemi Covid-19," *Jurnal Ilmiah Pendidikan dan Pembelajaran* 6, no. 3 (2022): 599–608, <https://doi.org/10.23887/jipp.v6i3.44835>.

²⁵ Dasmo, Ade Puji Lestari, and Mashudi Alamsyah, "Peningkatan Hasil Belajar Fisika Melalui Penerapan Media Pembelajaran Interaktif Berbasis Ispring Suite 9," *Prosiding Seminar Nasional Sains* 1, no. 1 (2020): 99–102, <https://proceeding.unindra.ac.id/index.php/sinasis/article/view/3979>.

The Wordwall-based instructional media has been tested for its feasibility through a practical implementation involving an Arabic language teacher and 20 fifth-grade students at MI NU Sumber Agung. The results of the practical test showed that the media received a "very practical" rating, with an average score of 81.3% from students and 82% from the teacher. These figures affirm that the media meets the usability standards required for effective classroom implementation. This practicality assessment is crucial because effective instructional media must not only be theoretically valid but also easy to use and operable by users in real classroom settings.²⁶

The students who used this media reported that Wordwall greatly assisted them in understanding and memorizing Arabic vocabulary (*mufradat*) in a more enjoyable and interactive way. The media provided a learning experience that was not boring and motivated students to actively participate throughout the learning process. The practicality of this media was evident in its ease of access and interactivity, which allowed students to learn both independently and in small groups, aligning with the principles of active learning that place students at the center of the learning process.²⁷

In addition to the students' perspective, the teacher also gave positive assessments of the Wordwall media. The teacher observed an increase in instructional time efficiency as well as improved student interest and engagement during lessons. This media not only helped the teacher deliver material in a more engaging way but also facilitated classroom management due to its interactive and user-friendly nature.²⁸ Thus, this media becomes a valuable tool in supporting the Arabic language learning process in Madrasah Ibtidaiyah (MI), while also contributing to the successful implementation of a curriculum that requires the integration of technology as a learning tool.²⁹

These findings confirm that the development of technology-based learning media, such as Wordwall, can significantly enhance students' learning motivation. Previous studies have shown that interactive and visually engaging learning media can increase students'

²⁶ Arief S. Sadiman, *Media Pendidikan: Pengertian, Pengembangan, Dan Pemanfaatannya* (Jakarta: Rajawali Pers, 2021).

²⁷ H. Douglas Brown, *Principles of Language Learning and Teaching*.

²⁸ Muis Sad Iman Norma Dewi Shalikhah, Ardhin Primadewi, "Media Pembelajaran Interaktif Lectora Inspire Sebagai Inovasi Pembelajaran," *Warta LPM* 20, no. 1 (2017): 9–16, doi: 10.23917/warta.v19i3.2842.

²⁹ Permendikbud, *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Tentang Kurikulum 2013* (Kementerian Pendidikan dan Kebudayaan, 2017).

interest and involvement in the learning process.³⁰ With non-monotonous media, students feel more motivated to participate actively, which ultimately contributes to improved learning outcomes. This aligns with 21st-century learning principles that emphasize the importance of using technology to create an enjoyable and meaningful learning environment.³¹

In addition, the interactive Wordwall media provides a different learning experience compared to traditional media, which tends to be passive. The interactivity of this media allows students to practice directly and explore, making the learning process more dynamic and enjoyable.³² In the context of learning Arabic in Madrasah Ibtidaiyah, such an approach is essential to help students overcome difficulties in memorizing and understanding vocabulary (*mufradat*), which is the main foundation for language acquisition. Therefore, the introduction of Wordwall media serves as an effective solution to overcome boredom and enhance student engagement.

Furthermore, this dynamic and enjoyable learning environment also supports the development of a positive attitude toward learning Arabic, which has often been perceived as difficult and boring by some students. Increased motivation will encourage students to continue practicing and developing their language skills independently. Thus, technology-based learning media that is validated and proven to be practical, such as Wordwall, not only enhances students' cognitive aspects but also their affective aspects, which are crucial for the overall success of the learning process. The findings of this study are in line with previous research that has shown interactive digital learning media to have a positive impact on students' motivation and comprehension. The use of media such as Wordwall has proven effective in creating a more engaging and participatory learning environment. In this context, visually and interactively designed media provide a more enjoyable and meaningful learning experience for students, especially in language learning, which is often perceived as difficult by many students.

³⁰ Ahmad Catur Susilo and Triono Ali Mustofa, "Efektivitas Penerapan Media Audio Visual Dalam Meningkatkan Pembelajaran Fiqih Di SMP Muhammadiyah," *Didaktika: Jurnal Kependidikan* 13, no. 2 (2024): 1797–1808, doi: 10.58230/27454312.608.

³¹ Ira Fatmawati, "Transformasi Pembelajaran Sejarah Dengan Deep Learning Berbasis Digital Untuk Gen Z," *REVORMA: Jurnal Pendidikan dan Pemikiran* 5, no. 1 (2025): 25–39, <https://doi.org/10.62825/revorma.v5i1.140>.

³² Tutuk Ningsih Paryati, "Strategi Pembelajaran IPS Berbasis Digital Melalui Game Baamboozle Untuk Meningkatkan Minat Di SD Negeri 2 Samudra Kulon," *Jurnal Imiah Pendidikan Dasar (JIPDAS)* 5, no. 2 (2025): 1773–1780, <https://doi.org/10.37081/jipdas.v5i2.2925>.

Research conducted by Daniatur Rizki and her colleagues showed that the use of Wordwall media in Indonesian language learning at the elementary school level can enhance students' active engagement during the learning process.³³ Students became more enthusiastic about participating in learning activities due to the availability of educational game features that made learning feel like play. Meanwhile, Salsabila and her team also found in their study that digital media such as Wordwall can accelerate students' understanding in recognizing and remembering new vocabulary through active and visual interaction that reinforces comprehension. Furthermore, Maratul and her colleagues found that implementing the learning process by applying technological advancements in assessment can assist educators in evaluating students' level of understanding while also involving them in an enjoyable learning process.³⁴

These findings reinforce the results of this study, in which Wordwall has proven to be not only valid and practical, but also effective in improving the quality of Arabic language learning at the Madrasah Ibtidaiyah level. Support from previous studies confirms that innovations in digital-based learning media are among the most effective solutions to address the challenges of low student motivation and learning outcomes. Therefore, the development of interactive media such as Wordwall is highly relevant to the needs of 21st-century learning, which emphasizes active engagement, digital literacy, and enjoyable learning approaches.

This media has the potential to be applied more broadly in madrasahs or elementary schools, particularly in Arabic language learning. Teachers can integrate this media into various vocabulary (*mufradat*) learning themes, allowing students to learn while playing. In addition, this media supports a student-centered learning approach and technology-based instruction aligned with the developments of the Merdeka Curriculum. This study has several limitations, such as the limited number of respondents from only one class at a single school and a short implementation period. Therefore, the generalization of this study's results

³³ Daniatur Rizki et al., "Pemanfaatan Wordwall Dalam Meningkatkan Minat Belajar Pendidikan Pancasila Siswa Kelas IV SD Negeri Gisikdrono 02," *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri* 09, no. 05 (2023): 1812–1825, <https://journal.stkipsubang.ac.id/index.php/didaktik/article/view/2135>.

³⁴ Maratul Qiftiyah, Yanti Kusuma, and Noven Kusainun, "Urgensi Kemajuan Teknologi Dalam Penerapan Kurikulum Merdeka : Pemanfaatan Aplikasi Wordwall Sebagai Solusi Asesmen Pembelajaran Yang Menyenangkan," *Prosiding Seminar Nasional Paedagoria* 4 (2024): 517–525, <https://journal.ummat.ac.id/index.php/fkip/article/view/25819>.

should be made with caution. Future development may consider trials in various schools with larger sample sizes and longer implementation periods.

Overall, the Wordwall-based Arabic language learning media has been proven to be valid and practical for use in the fifth-grade class at MI NU Sumber Agung. This media contributes positively to increasing students' interest and participation in learning. In the future, further research may explore the effectiveness of this media in improving learning outcomes, as well as develop variations of games within the Wordwall application for other Arabic language themes.

Conclusion

This study aims to develop and validate Wordwall-based Arabic language learning media for fifth-grade students at Madrasah Ibtidaiyah. The results show that this goal has been achieved: the developed media has been proven valid and practical for use in the *mufradat* learning process. The use of Wordwall as an interactive media contributes significantly to Arabic language education at the MI level. This media helps increase students' active engagement in learning and facilitates a more enjoyable and contextual understanding and mastery of vocabulary. This aligns with the principles of constructivist learning theory, which emphasizes the importance of active and meaningful learning experiences through the use of visually and functionally appealing media.

The development of Wordwall-based media not only addresses the needs of digital learning in line with the advances in educational technology but also enriches teachers' teaching methods with a flexible, easily accessible, and adaptive approach to various student learning styles. Therefore, this media is highly relevant to be applied not only in grade V but also in other grade levels, across different Arabic language themes, including in blended learning settings. For further development, it is recommended that research be conducted on larger and more diverse samples to enhance the generalizability of the results. Future studies can also compare the effectiveness of Wordwall with other digital media, as well as evaluate its long-term impact on students' vocabulary retention. Using a systematic approach grounded in learning theory, the development of this media is expected to become one of the innovations in Arabic language learning that can address the challenges of low student motivation and learning outcomes at the Madrasah Ibtidaiyah level.

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