

The Implementation of Wordwall as a Learning Medium to Enhance Arabic Learning Motivation Among Fourth Grade Students at MI Darus Sa'adah

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Abstract

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This study aims to analyze the implementation of Wordwall as a learning medium to improve the learning motivation of fourth-grade students in the Arabic language subject at MI Darus Sa'adah. Based on field data, it was found that students faced difficulties in learning Arabic because it is a foreign language, which consequently led to low motivation and enthusiasm for learning. This research employed a qualitative descriptive approach with a focus on the theme of Indonesian cultural diversity, delivered through interactive activities using Wordwall. The results revealed that the use of Wordwall significantly influenced students' engagement and enthusiasm. Before the implementation, only six students actively participated in the learning process; after using Wordwall, 14 students showed increased motivation and enthusiasm for learning. Students' level of motivation improved, as evidenced by their enthusiasm during the learning activities and their mastery of the material at the end of the lesson. This study highlights two crucial stages in the implementation process: (1) the planning stage, which includes analyzing students' needs and designing appropriate learning media for Arabic lessons, and (2) the classroom implementation stage, where the game-based and interactive features of Wordwall encouraged active participation and fostered a positive learning environment. These findings indicate that Wordwall is an effective and feasible learning medium to enhance students' motivation in learning Arabic at the madrasah ibtidaiyah level.

Keywords:

Arabic Language Instruction, Learning Motivation, Wordwall

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INTRODUCTION

Arabic at the elementary school level is often perceived by students as a difficult subject, which can potentially decrease their interest and learning motivation. Therefore, appropriate strategies and learning media are essential to address this issue. One of the main challenges in teaching Arabic at the MI level lies in the limitations of traditional learning media, which are often unappealing and lack interactivity for students. Along with the advancement of digital technology, interactive digital media has emerged as a promising alternative to enhance students' interest, engagement, and understanding in Arabic language learning (A. S. Safitri et al., 2025). Well-planned instruction and the use of relevant

strategies can enhance student engagement in learning Arabic vocabulary (mufradat).

The rapid development of information and communication technology has brought significant changes across various aspects of life, including the field of education (Belva Saskia Permana et al., 2024). One of the most prominent impacts is the shift from conventional teaching methods to more modern and interactive approaches through the use of digital-based learning media (Sari et al., 2024). Technological advancement also requires teachers to be digitally literate (Nucifera et al., 2022). This should serve as a motivation for teachers to integrate digital-based learning media into their teaching practices (Pratiwi & Dewi, 2024). The integration aims to enhance the effectiveness of the learning process (Prasetyo et al., 2024). Moreover, the use of learning media must align with the times and the evolving needs of students (Ayunia Lestari et al., 2022).

The era of the Industrial Revolution 4.0 demands the integration of technology into the learning process. The curriculum currently in use also requires the implementation of digital-based learning (Kurniawan et al., 2025). One effective digital learning medium is Wordwall, a web-based game-based learning platform (Pradani, 2022). Previous studies on the use of Wordwall in thematic learning and other subjects—such as thematic lessons in elementary schools and Arabic language learning at the MI level—have shown an increase in students' interest and motivation (Rahmayanti & Abidin, 2023).

Students' motivation to learn Arabic at the Madrasah Ibtidaiyah (MI) level is generally low. This condition is understandable, as Arabic is a foreign language that is not used in students' daily communication. Interest in learning Arabic among MI students remains minimal, primarily due to the lack of engaging strategies and learning media (Kurniawan, 2022). Research findings indicate that the significance value regarding Arabic learning motivation among MI Al-Qur'an students—comparing those who live in Islamic boarding schools and those who live at home—is 0.183, which is greater than 0.05. Therefore, it can be concluded that H_0 is accepted and H_a is rejected. In other words, there is no significant difference in the motivation to learn Arabic between boarding school and non-boarding students. Both groups demonstrate moderate motivation levels, with 79.92% of boarding school students and 82.27% of non-boarding students showing moderate motivation. Factors influencing this include the learning environment at school and the students' residential settings (Rochmah & Dariyadi, 2023).

The use of learning media such as Wordwall aligns with the technology-based learning approach promoted in the Kurikulum Merdeka. In this curriculum, teachers are given the flexibility to choose instructional strategies that stimulate students' creativity and active participation through the use of technology that supports differentiated learning. Research shows that utilizing the Wordwall game application in the classroom can increase students' interest in learning, making them more enthusiastic and engaged in the learning process. Teachers can leverage Wordwall's features to foster innovation in the classroom and support successful learning outcomes (Herta et al., 2023). Therefore, the implementation of Wordwall in Arabic language learning is expected not only to enhance learning motivation but also to create a more lively, interactive, and meaningful classroom

environment (Zulfah, 2023). This media can be used as a tool for evaluation, material reinforcement, or as a fun opening and closing activity.

Research studies related to Wordwall indicate that this media offers free features accessible to teachers, allowing them to develop engaging learning materials (Meysandi et al., 2024). Kurnia et al. stated that the use of Wordwall media has a significant effect on students' learning mastery (Hasanah et al., 2024). This media has also been shown to increase students' interest, boost their learning motivation, and improve their academic performance (Arifah et al., 2023). Furthermore, the integration of technology-based learning media such as Wordwall contributes to the creation of a conducive, effective, and dynamic learning environment (Puspita et al., 2025).

However, there is still a lack of research that specifically examines the implementation of Wordwall media in Arabic language learning at the Madrasah Ibtidaiyah (MI) level. This presents both an opportunity and a pressing need in the field of primary education, particularly in efforts to improve the quality of Arabic learning, which is often perceived as unengaging by many students. This condition highlights the importance of conducting more in-depth research on how the use of Wordwall in Arabic instruction can influence students' learning motivation, especially in fourth-grade MI classes. This age group represents a transitional stage from foundational learning to more complex content, thus requiring the support of learning media that align with their developmental and cognitive characteristics.

At MI Darus Sa'adah, initial observations revealed that students' motivation in learning Arabic remained low, with only 43% of students actively participating in class. This aligns with previous findings regarding the use of traditional learning media, which tend to be unappealing to students at the MI level. In response to this condition, the present study was designed to describe the implementation process of the Wordwall media and to assess its impact on the learning motivation of fourth-grade students at MI Darus Sa'adah. It is expected that this research will provide empirical insights for MI teachers in selecting interactive, technology-based media that effectively enhance students' enthusiasm for learning Arabic.

METHODS

Qualitative research is a method aimed at understanding a phenomenon or event by collecting and analyzing data (Sugiyono, 2019). The present study focuses on the implementation of Wordwall as an instructional medium aimed at improving students' learning motivation. The research was carried out at MI Darus Sa'adah. MI NU Darus Sa'adah students consist of 14 students aged 9-10 years. The data collection methods employed in this study included observation, interviews, and documentation. Observation was conducted to examine the use of instructional media during the teaching and learning process in the classroom. Interviews were conducted with students, teachers, and other relevant parties in June 2025 regarding the use of these media and their impact on students' motivation and interest in learning. The observation focused on indicators such as

students' curiosity toward the material and their engagement during the learning process. In the interviews, the researcher placed emphasis on the students' emotional responses while learning with Wordwall. Interview indicators included how students felt during the lesson, their ability to complete tasks effectively, and their understanding of the material presented by the teacher.

Documentation was carried out by collecting related documents, such as lesson implementation records involving Wordwall media. Furthermore, an analysis of Wordwall usage was conducted to describe the implementation of this media and its impact on students' motivation in learning Arabic for fourth-grade students at MI Darus Sa'adah Jekulo Kudus. The data analysis technique uses data reduction, data presentation, and conclusions and data triangulation from the research results with a case study at MI NU Darus Sa'adah.

RESULTS & DISCUSSION

Based on the results of interviews with the principal and the fourth-grade teacher at MI Darus Sa'adah, it was found that Arabic language instruction at the Madrasah Ibtidaiyah (Islamic elementary school) level requires special attention in its delivery, as it is closely related to various phenomena in the natural world. Essentially, learning is not merely about instructing students, but about providing them with meaningful educational experiences (Setiawan, n.d.). In implementing classroom learning, the use of Arabic language learning media is still lacking so that student motivation is low. Therefore, efforts are needed to enhance students' motivation by utilizing interactive learning media that can attract their interest and encourage enthusiasm in the learning process.

In the era of the Fourth Industrial Revolution (Industry 4.0), educational institutions are expected to adopt technology-based learning approaches to align with the demands of the digital age and to better prepare students for future challenges (I. Safitri et al., 2023). However, learning activities at MI Darus Sa'adah have not yet fully implemented technology-based instruction. According to the classroom teacher, the current learning process still relies on the use of available media within the school. Nonetheless, the existing instructional media can be considered feasible, as they are still in good and clean condition. For instance, the use of physical teaching aids such as a human skeleton model can be directly implemented in the classroom. However, such media tend to attract less attention from students. This is due to the changing times, where students are increasingly drawn to modern learning media, particularly those involving online applications and digital platforms.

In this context, the teacher plays a crucial role in selecting appropriate instructional media for the learning process (Utami, 2023). Fundamentally, a comfortable and engaging learning environment helps prevent students from feeling bored and serves as a key factor in enhancing their learning motivation. Based on the observations and interviews conducted by the researcher, a study was carried out on the implementation of Wordwall as an instructional medium to improve students' learning motivation.

Implementing Wordwall as a Learning Tool to Improve Student Motivation in Arabic Language Lessons at MI Darus Sa'adah

The Planning Phase

In the planning phase, the researcher selected the instructional media for teaching Arabic to fourth-grade students and developed the corresponding learning materials. Prior to this stage, the researcher conducted classroom observations regarding the use of

instructional media at MI Darus Sa'adah. The findings revealed that Arabic language instruction in the school still relied on conventional methods and had not yet integrated modern technology into the learning process. These observations served as the foundation for the researcher in designing and creating appropriate learning media. The selected medium was Wordwall, chosen for its ease of use and suitability for students at the Madrasah Ibtidaiyah level (Wardani et al., 2025). Wordwall is considered a modern learning medium that is both engaging and accessible for young learners. Moreover, Wordwall has the potential to capture students' attention effectively. It functions not only as a learning medium but also as a learning resource and an assessment tool for both teachers and students.

Wordwall is a learning medium that incorporates game-based activities, engaging students in recalling and understanding the material on cultural diversity through the theme "I Love Indonesia" in the fourth-grade Arabic language subject. This instructional medium is similar to Quizizz but offers greater flexibility and a wider variety of activity formats (Ramadhani Hamka et al., 2024). Wordwall can also be defined as a web-based application used to create enjoyable quiz-style games that enhance the learning experience (Nissa & Renoningtyas, 2022).

The steps in the planning phase for using the Wordwall application are as follows: First, create and register an account through the official website at <https://wordwall.net>, by completing the required information such as an active Gmail address and a password. Second, click on "Create Activity" to begin developing the learning content and select a model or template available on the Wordwall website. The platform provides access to 18 free templates, while additional premium templates are available for users who upgrade to a premium account. Third, enter the title and description of the game. In this step, the researcher selects the type of response format (e.g., multiple choice) for the questions to be answered by the students. After completing the setup, click "Done" to finalize the activity. Fourth, Wordwall is ready to be used as a learning medium. Below is the initial display of the Wordwall activity used by the researcher.

The steps outlined above represent the planning process carried out by the researcher prior to the use of Wordwall by the students. The development of Wordwall-based media requires only a short amount of time, allowing the researcher to complete the creation process with minimal difficulty. This application offers unique features as an assessment tool, whether in the form of quizzes or matching-type exercises (Pamungkas et al., 2023). Once the media is ready, a notification or visual indicator appears indicating that the activity is ready to be used. At this point, the learning media can be implemented in the classroom. The instructional content embedded within the media focuses on cultural diversity in Indonesia, including topics such as islands, cultural practices, ethnic groups, and the natural beauty found across the archipelago.

Wordwall has several strengths that make it an effective learning medium. It offers engaging features that are highly beneficial in instructional settings and is easy to apply and use (Qadrianti et al., 2021). The platform supports creative learning approaches and is capable of increasing students' interest in the subject matter. Its flexibility allows it to be adapted across various educational levels. A notable advantage of Wordwall is its visually appealing interface and the wide range of question formats presented as interactive games. Moreover, the application is accessible to users for free, with several basic templates available without the need for a premium subscription (Aeni et al., 2022). Despite its advantages, Wordwall also has certain limitations. As a primarily visual-based learning medium, it relies heavily on screen interaction and may not fully accommodate students who require more hands-on or multi-sensory learning experiences. In addition, access to a wider variety of templates and advanced features requires an upgrade to a

premium account, which may pose limitations for users with restricted access to paid educational tools (Ghozal & Irawan, 2024).

Implementation Phase of Wordwall Media in Arabic Language Instruction

After completing the planning stage and developing the Wordwall activity, the researcher proceeded to implement it with the students. Prior to the implementation, the researcher conducted classroom observations of fourth-grade students during Arabic language lessons that did not utilize Wordwall. The findings revealed that students tended to be unmotivated and often engaged in off-task behavior, such as playing with their peers. Following this, the researcher implemented the Wordwall learning media in the fourth-grade Arabic language class, focusing on the theme of Indonesian culture.



Figure 1. Implementation of learning activities using Wordwall as an instructional medium

The learning activity began with the researcher entering the classroom and opening the session with a greeting. Before implementing the Wordwall media, the researcher first delivered the lesson content on Indonesian culture in Arabic. To build engagement and activate prior knowledge, the teacher invited students to sing an Arabic song related to the lesson. This activity aimed to help students recall previously learned material and to stimulate enthusiasm at the beginning of the class. After that, the researcher explained the activity to be conducted—namely, the implementation of the Wordwall learning media. Students were invited to come forward one by one to complete the Arabic language quiz available on the Wordwall application. Each item presented Arabic vocabulary and phrases related to Indonesia's cultural diversity. During the implementation, the researcher used a touchscreen laptop to facilitate student interaction with the application. This approach allowed students to independently select and answer the questions by directly touching the screen, enhancing their engagement and sense of autonomy in the learning process.

During the implementation of the media, students showed great enthusiasm and engagement in the learning process. The Wordwall activity in Arabic began with an explanation of the game rules. According to the rules, each student was allowed to select and answer one question at a time, which encouraged continuous participation among the students. When a student answered correctly, a check mark appeared on the screen; conversely, an incorrect answer was indicated by a cross mark. This immediate visual feedback further motivated students to actively solve the questions presented in the game.

The quiz items were closely related to the material previously studied, specifically focusing on the theme of Indonesia's cultural diversity, delivered in Arabic. This integration of content and interactive media created a lively and meaningful learning experience for the students.

Based on interviews conducted with students, both individually and in groups, it was found that they felt happy and enjoyed learning Arabic through game-based activities using the Wordwall media. This response is aligned with the developmental characteristics of Madrasah Ibtidaiyah students, for whom learning should be accompanied by play to prevent boredom and to foster greater enthusiasm in the learning process. Previously, Arabic instruction primarily relied on textbooks and simple visual aids. With the introduction of the Wordwall application, students consciously expressed that the lessons became more enjoyable and less monotonous. During the implementation, students reported feeling satisfied and happy, as the learning activities were engaging and allowed them to participate directly in the learning process.

According to Maslow's theory, there are four driving forces in motivation: needs or desires, behavior, goals, and feedback (B Uno, 2006). The research conducted by the researcher reflects the four motivational aspects proposed by Maslow. First, students demonstrated a high level of curiosity during Arabic lessons using Wordwall, particularly when learning about the topic of Indonesia's cultural diversity. Many students showed a strong desire to continue learning even after the scheduled class time had ended. Second, student behavior became more manageable. Prior to using Wordwall, students often talked among themselves and paid little attention to the lesson—a common occurrence, especially since Arabic is considered a foreign language. However, with the integration of interactive media, their behavior shifted positively. Third, the primary goal of using Wordwall as an instructional medium was to foster student enthusiasm in learning Arabic. Through this method, students were able to grasp the material aligned with the learning competencies targeted by the teacher. Fourth, the feedback received from students was overwhelmingly positive. They expressed that learning with Wordwall was highly enjoyable and engaging, which prevented boredom and made the overall experience more dynamic.

The data on students' learning motivation during Arabic lessons before and after the use of Wordwall as a learning medium are presented as follows:

Table 1. Students' Learning Motivation in Fourth-Grade Arabic Language Lessons Before and After Using Wordwall as a Learning Medium

| No. | Utilization of media | Students | Percentage |
|-----|---------------------------------|----------|------------|
| 1 | Before using the Wordwall media | 6 | 43 % |
| 2 | After using the Wordwall media | 14 | 100 % |

Based on the description above, it can be analyzed that the implementation of Wordwall media in fourth-grade Arabic language instruction has had a significantly positive impact on the learning process. Initial data showed that prior to using Wordwall, only 14 students—comprising 5 boys and 9 girls—expressed enthusiasm for the lesson. After implementing Wordwall, all 14 students were actively engaged and motivated during the learning process. At the beginning, only 43% of students paid attention and showed motivation when learning without Wordwall. However, after using the Wordwall media, this percentage increased to 100%, indicating that all students were motivated to learn Arabic when the media was integrated into instruction. Nabila Habiba, as a student, when interviewed regarding the use of learning media, said that using wordwall media was very enjoyable. Students demonstrated enthusiasm and a high level of engagement during Arabic language lessons. These findings align with Maslow's theory of

motivation, supporting the idea that effective instructional strategies can address students' needs and positively influence their learning behavior.

CONCLUSION

Based on the results of the research conducted, the use of Wordwall as a learning medium in Arabic language instruction with the theme of "Indonesia's Diversity" significantly influenced the learning process. The integration of Wordwall as an interactive educational tool in Arabic lessons proved effective in enhancing student motivation and contributed positively to the overall learning outcomes at MI Darus Sa'adah. The findings indicate that two crucial aspects must be considered in the implementation of learning media: (1) the planning phase, which includes analyzing student conditions and developing the media, and (2) the implementation phase in the classroom setting.

The process of creating Wordwall-based activities is relatively straightforward, beginning with registration on the official website (<https://wordwall.net>), account creation, and the selection of appropriate templates tailored to learning objectives. During the implementation stage, there was a notable increase in student enthusiasm after Arabic lessons were delivered using Wordwall. Prior to using the application, only six students participated actively in the learning process. However, with the use of Wordwall, the number rose to fourteen students demonstrating enthusiasm and active engagement. The level of motivation increased significantly, from 43% to 100%. It can thus be concluded that the application of Wordwall in Arabic language learning at MI Darus Sa'adah Jekulo Kudus had a positive impact on students' learning motivation.

The interactive and gamified nature of Wordwall engages students more deeply, fosters active participation, and creates a more stimulating and positive classroom environment. Therefore, Wordwall is considered highly appropriate for implementation at the Madrasah Ibtidaiyah level to enhance students' motivation in Arabic language learning. Apart from that, this learning media can also be used in other subjects.

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