

Use of Wordwall-Based Islamic Education Learning Media to Increase Students' Interest in Learning at SD Negeri 1 Klieng

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Abstract: The development of science and technology has resulted in significant changes in various aspects of life, including in the education sector. The medium used is Wordwall, a platform that offers educational games to support interactive learning. The purpose of this study is to find out the use of Wordwall-based PAI learning media in increasing the learning interest of grade V students at SD Negeri 1 Klieng Aceh Besar, and to find out whether the use of Wordwall-based PAI learning media can increase the learning interest of grade V students at SD Negeri 1 Klieng Aceh Besar. This study uses a type of classroom action research that is carried out in two cycles. The subjects of the study were 20 students of class V. The data collection technique is carried out by observation or observation. The results of this study show that at the stage of implementation of cycles I and cycle II, students' interest in the indicator of feeling happy increased from 10% to 80%. The interest indicator increased from 15% to 80%. The attention indicator from 25% increased to 80%. And the engagement indicator increased from 15% to 85%. This proves that the use of Wordwall-based PAI learning media can increase the learning interest of grade V students at SD Negeri 1 Klieng until it reaches the success category desired by the researcher, which is 80% or reaches the stage of MSH = Increase as Expected.

Keywords: Learning media, Wordwall, learners' interest in learning.

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INTRODUCTION

Islamic Religious and Moral Education (PAIBP) has an important role in shaping the character and personality of students. Through PAI learning, students are not only taught to understand religious teachings cognitively, but are also expected to be able to internalize moral and spiritual values in daily life. Therefore, the PAI learning process must be packaged in an attractive and relevant manner to the needs and developments of the times in order to foster students' interest in learning (Abd. Azis, 2017). The active involvement of students is one of the key factors of learning success, where they are encouraged to think critically, discuss, and practice religious teachings in a real-life context (Nofmiyati et al., 2023).

The transformation of education in line with the development of science and technology requires innovation in learning methods. Conventional learning, such as monotonous lectures without interaction, is now starting to be abandoned because it is considered less able to accommodate the learning styles of the modern generation.

According to Sefton-Green (2017), education must adapt dynamically to social and technological developments to remain relevant and effective. Thus, teachers as the spearhead of education are required to be able to innovate and utilize technology in the learning process.

Learning media is one of the important factors that can support the success of the educational process. Media serves as an intermediary between teachers and students in conveying learning messages more effectively. The use of visual and audio media can help students understand the material faster and more deeply because it involves more senses (Munadi, 2013). When teachers use engaging media, students become more focused, motivated, and active during learning. In this context, educational technology is present as a solution to improve the quality of teaching and learning interactions.

One form of learning innovation that is now widely applied is the use of digital technology-based media, such as Wordwall. The platform provides a variety of interactive educational games that teachers can use to deliver material in a fun way. Through Wordwall, teachers can create quizzes, puzzles, matching games, and challenge-based activities that are relevant to the teaching material. This kind of interactive learning is able to increase student participation and make the learning process more meaningful (Purwanto, 2021). In addition, the use of Wordwall is also in line with the principle of student-centered learning which places students as active subjects in the learning process (Sari & Rosyid, 2020).

The use of Wordwall in Islamic Religious Education learning is a strategic step to answer the challenge of students' low interest in learning religious lessons. Some students consider PAI lessons to be theoretical and boring because they are often delivered verbally without direct practice. Through Wordwall media, abstract material can be transformed into a concrete and fun learning experience. This is in line with Jean Piaget's theory of constructivism which emphasizes that learning will be more meaningful if students actively build understanding through direct experience (Piaget, 1972). Thus, Wordwall can help students connect religious concepts with everyday life more easily.

Based on the results of initial observations at SD Negeri 1 Klieng Aceh Besar, it was found that most of the students came from families with middle-to-lower economic backgrounds. This condition also affects their motivation and enthusiasm for learning, including in the subject of Islamic Religious Education. Many students tend to be passive and less interested in participating in learning because the methods used are still conventional. In this situation, the application of game-based learning media such as Wordwall is expected to increase students' interest and involvement in the teaching and learning process (Arsyad, 2019).

This study aims to determine the effectiveness of the use of Wordwall-based PAI learning media in increasing the learning interest of grade V students of SD Negeri 1 Klieng Aceh Besar. Through a classroom action research approach carried out in two cycles, the results showed a significant increase in various indicators of learning interest. On the indicator of feeling happy, the percentage of students who showed interest increased from 10% to 80%. In the interest indicator, there was an increase from 15% to 80%. The attention indicator also increased from 25% to 80%, and the engagement indicator increased from 15% to 85%. These results show that the use of Wordwall is able to create a more interesting and conducive learning atmosphere for students (Rahman, 2022).

This increase in interest in learning can also be explained through the theory of learning motivation put forward by Keller (1987) in the ARCS (Attention, Relevance, Confidence, Satisfaction) model. According to him, effective learning must be able to attract students' attention, be relevant to their needs, provide confidence in learning, and cause satisfaction after learning. Media such as Wordwall fulfills these four aspects because it provides an interesting learning experience (attention), relevance to the student's digital world (relevance), easy to use (confidence), and provides satisfaction after successfully completing challenges (satisfaction).

In addition, the use of Wordwall also encourages the creation of collaborative learning. Students can learn together, discuss, and help each other in answering questions or solving the challenges presented. According to Vygotsky (1978), social interaction is an important element in the learning process, because through collaboration students can expand their proximal development zone (ZPD). Thus, Wordwall-based learning not only increases interest, but also strengthens the social and emotional aspects of students.

From these findings, it can be concluded that the application of Wordwall-based learning media is an effective strategy in increasing interest in learning Islamic Religious Education in elementary schools. The use of interactive media helps teachers create a learning environment that is fun, adaptive to technological developments, and student-centered. In addition, Wordwall is able to change students' perception of religious lessons that were previously considered boring into an exhilarating and challenging activity. Thus, the application of educational technology such as Wordwall is in line with the main goal of Islamic education, which is to form people with knowledge, morals, and faith as a whole.

METHODS

This study uses Classroom Action Research (PTK) as the main type of research. PTK is a research approach designed to overcome real problems that arise in the learning process in the classroom through reflective and systematic actions. The purpose of classroom action research is to improve learning practices, improve student learning outcomes, and develop teacher professionalism in an ongoing manner. According to Kemmis and McTaggart (1988), classroom action research has four main stages that are carried out repeatedly in a cycle, namely planning, acting, observing, and reflecting. This cycle can be done more than once until the expected result is achieved.

In this study, the researcher used the Kemmis and McTaggart cycle model which was carried out in two cycles, with each cycle consisting of two meetings. Thus, the total implementation of this research took place during four meetings in the 2025/2026 school year. The subject of the study was 20 students in grade V of SD Negeri 1 Klieng, Baitussalam District, Aceh Besar Regency. The selection of this subject is based on the need to increase students' interest in learning in Islamic Religious Education (PAI) subjects through the application of Wordwall-based learning media.

The stages of research implementation start from the planning stage. At this stage, the researcher prepares all the necessary tools for the implementation of the action. Some of the things that were done included preparing teaching materials that were relevant to the learning topic, in this case the material "Loving Orphans," compiling teaching modules as a teacher's guide in the implementation of learning, and preparing research instruments such as teacher observation sheets, student observation sheets, and learning outcome evaluation tools. In addition, the researcher also prepared a design of learning activities using Wordwall that was tailored to the characteristics of students and learning objectives.

The next stage is the implementation of acting, which is the implementation of a learning plan that has been prepared beforehand. At this stage, teachers carry out the learning process by using Wordwall learning media as a tool to convey material. Through this platform, students are invited to learn in an interactive and fun way through educational games such as quizzes, matching games, and puzzles around Islamic values. Teachers play the role of facilitators who guide students in understanding the material, while students play an active role in participating in learning activities.

Furthermore, the observation stage is carried out simultaneously with the implementation of actions. Observations were made on the course of the learning process to assess the extent of the effectiveness of the use of Wordwall media in increasing student interest and involvement. In this stage, the researcher is assisted by a peer teacher who acts as an observer to record student activities during the learning process. Observations were made using observation sheets that had been prepared beforehand, including

aspects of student activity, response to the media, participation in discussions, and enthusiasm when participating in learning activities. In addition, the researcher also conducted documentation in the form of photos and field notes to strengthen the observation data.

The last stage in a cycle is reflecting. At this stage, the researcher analyzes the observation and evaluation data to assess the success of the actions that have been taken. Reflection aims to find out the advantages and disadvantages of the implementation of learning and determine improvement steps for the next cycle. Reflection is also used as a basis for designing action planning in cycle II so that the results achieved are more optimal. If in the first cycle the success indicators have not been achieved, then strategy improvements will be made in the next cycle.

In cycle II, activities are carried out by paying attention to the results of reflection from cycle I. The stages carried out in cycle II still follow the pattern of planning, implementation of actions, observation, and reflection. However, in the planning stage of cycle II, the researcher made several improvements based on the results of the previous evaluation, for example by increasing the variety of games on the Wordwall, increasing the duration of discussion activities, and providing clearer directions to students. In the implementation of the second cycle of actions, teachers again carry out learning by utilizing Wordwall media and paying attention to the strategies that have been perfected.

Observations in cycle II were also carried out in more depth to assess changes in student behavior, increased participation, and increased interest in learning PAI lessons. The results of the observations showed a significant increase in student engagement during the learning process. They look more enthusiastic, dare to participate, and are able to work well together in solving the challenges given through Wordwall. After the action was completed, the researcher again reflected to evaluate the learning results and draw conclusions about the effectiveness of Wordwall media in increasing students' interest in learning.

To obtain valid and accurate data, this study uses two main data collection techniques, namely observation and documentation. Observations are carried out to directly observe the activities of teachers and students during the learning process. The data obtained from the observation was used to assess the level of student participation and learning interest. Meanwhile, documentation is used to collect supporting data such as student attendance lists, student work results, photos of learning activities, and other important records related to the implementation of research.

The data that has been collected is then analyzed using the qualitative data analysis technique of the Miles and Huberman (1994) model, which consists of three main stages, namely data reduction, data presentation (data display), and conclusion drawing and verification. The data reduction stage is carried out by selecting, simplifying, and focusing data on aspects relevant to the research objectives. This reduction aims to make it easier for researchers to find important patterns from observations. The data presentation stage is carried out by arranging data into the form of a descriptive narrative to make it easier to understand. Through this stage, researchers can see the relationships between variables and identify significant outcomes.

The last stage, namely drawing conclusions and verification, is carried out by testing the validity of the data through the triangulation method. Triangulation is carried out by comparing data from various sources, such as observations, documentation, and reflections of peer teachers. This step aims to ensure that the research results are trustworthy and have high validity. Through this analysis process, the researcher can conclude that the use of Wordwall media has a positive influence on increasing students' interest in learning in Islamic Religious Education subjects.

Thus, through the systematic application of the Kemmis and McTaggart cycle models, this classroom action research successfully demonstrated how planning, implementation, observation, and reflection can be used in an ongoing manner to improve the learning process. The application of Wordwall learning media not only increases

students' interest in learning, but also encourages their active involvement in learning activities, so that more meaningful educational goals can be achieved.

RESULTS

Learning media has a very important role in the success and completeness of a subject. Teachers as facilitators in the learning process must be able to choose learning media and methods that suit the characteristics of students so that learning becomes meaningful, fun, and effective. In the context of this research, Islamic Religious Education (PAI) teachers seek to increase students' interest in learning by using interactive digital media, namely Wordwall. This media was chosen because it is able to present an interesting learning atmosphere through interactive and competitive educational games.

This research was carried out in grade V of SD Negeri 1 Klieng, Baitussalam District, Aceh Besar Regency, with a focus on PAI subjects, especially the material Loving Orphans which is included in the Merdeka curriculum for the odd semester of the 2025/2026 school year. Learning activities are carried out in two cycles, with each cycle consisting of one meeting lasting 2×35 minutes. The first cycle will be held on Monday, July 21, 2025, while the second cycle will be held on Monday, July 28, 2025.

This research focuses on four main indicators in increasing interest in learning, namely feelings of pleasure, student interest, attention, and involvement in learning. These four indicators are used to assess the extent to which the application of Wordwall media can affect students' emotional, cognitive, and participatory aspects in the learning process. The assessment was carried out using observation instruments in the form of a checklist that had been designed by the researcher. Each indicator is categorized into four levels of achievement, namely Not Increasing (BM), Starting to Increase (MM), Increasing as Expected (MSH), and Very Increasing (SM). The criteria for the success of the action are set if at least 70% of students reach the Improve As Expected (MSH) category.

In the implementation of the first cycle, learning activities began by introducing Wordwall media to students. The teacher explained that they will learn through an interactive game in the form of an open the box, where each student is asked to choose a box in turn to answer questions related to the material of loving orphans. This activity is designed so that students feel challenged and enthusiastic about learning. Based on the observation results, most of the students showed a high sense of excitement and interest because they were able to participate directly in the game. The atmosphere of the classroom became more lively, and the students seemed enthusiastic to answer any questions that arose.

However, although the initial response was quite positive, the results of observations in the first cycle showed that the increase in students' interest in learning had not fully met the expected target. Based on the observations, the indicator of happiness shows that 10% of students have not experienced an improvement, 80% have started to improve, and only 10% have achieved the expected improvement. The interest indicator shows that 5% has not increased, 75% has started to increase, and 20% has increased as expected. Meanwhile, the attention indicator noted that 5% has not increased, 70% has started to increase, and 25% has increased as expected. As for the involvement indicators, 10% of students have not increased, 75% have started to increase, and 15% have increased as expected. From the four indicators, it appears that most students have shown signs of improvement, but have not yet reached the minimum success limit of 70% in the MSH category.

After reflecting on the results of the first cycle, the teacher and the researcher realized that there were still several aspects that needed to be improved. Some students look passive because they are not used to using digital media in learning, while others still need direction in understanding the rules of the game. Therefore, in the second cycle, the researcher improved the implementation strategy by providing clearer instructions,

creating a healthy competitive atmosphere between groups, and giving symbolic rewards to students who actively participated.

The implementation of the second cycle showed significant progress compared to the first cycle. At this meeting, students looked more enthusiastic from the beginning of learning. They already understand how to use the Wordwall application, so that learning activities take place more smoothly and effectively. Teachers take advantage of features in Wordwall such as open the box and match-up, which allow students to answer questions in a fun way. The use of this medium not only increases students' active engagement, but also fosters a sense of excitement and curiosity towards the material being studied.

The results of observations in the second cycle showed a very clear increase in the four indicators of learning interest. In the indicator of feeling happy, it was recorded that 5% of students had not improved, 15% had begun to improve, and 80% had increased as expected. In the interest indicator, the results are the same, namely 5% has not increased, 15% has begun to increase, and 80% has increased as expected. The attention indicator also shows a similar pattern of improvement, namely 5% has not increased, 15% has started to increase, and 80% has increased as expected. Meanwhile, the student engagement indicator showed even better results, where 5% had not increased, 10% had started to increase, and 85% had increased as expected. Thus, the results in the second cycle show that the research success criteria have been achieved because more than 70% of students are in the Expected Improvement (MSH) category in all indicators measured.

Comparison of results between cycle I and cycle II shows that the application of Wordwall media in PAI learning can significantly increase students' interest in learning. If in the first cycle the students are still in the adaptation stage and some have not shown full enthusiasm, then in the second cycle they have shown improvement in both emotional (feelings of pleasure), cognitive (attention), and participatory (active involvement in learning). This emphasizes that the use of interactive and competitive digital media such as Wordwall is able to create a fun learning experience and foster students' intrinsic motivation.

Overall, the results of this study prove that Wordwall media not only functions as a learning tool, but also as a means to increase interaction and collaboration between teachers and students. The classroom atmosphere becomes more dynamic, and students are encouraged to actively participate in every stage of learning. With the increase in interest in learning, it is also hoped that it will have a positive impact on improving student learning outcomes in general. Therefore, teachers are advised to continue to use interactive digital media such as Wordwall in PAI learning activities and other subjects as an innovative effort towards meaningful, creative, and fun 21st century learning.

DISCUSSION

The application of Wordwall media in Islamic Religious Education (PAI) learning has been proven to have a positive influence on increasing the learning interest of students in grade V of SD Negeri 1 Klieng. The fact that previously many students were passive and less interested in religious lessons shows that conventional learning conditions are not enough to trigger students' internal motivation to actively learn. In this study, the use of Wordwall as an interactive media shows the effect of transformation from monotonous learning to dynamic and interesting learning.

First, regarding the indicator of feeling happy, observational data showed a significant increase between cycle I and cycle II. In cycle I, the majority of students were in the "Start Improving (MM)" category with few achieving Expected Improvement (MSH). However, in cycle II, most of the students have entered the MSH category, showing that the use of Wordwall is able to provide a pleasant learning experience and provoke positive emotions for students. This is in line with research findings regarding interactive learning media that are able to increase participation and make students more enthusiastic

(EdutechJaya, 2025). In addition, Wordwall as part of educational gamification has been proven in other studies to support students' learning motivation (Awandha et al., 2023).

Second, in the indicator of student interest, the increase is also quite significant. In traditional learning, students often feel that religious material is too abstract and far from their daily experiences and that they are less interested. With Wordwall media, teachers are able to present material in the form of interactive games and quizzes, which make students feel interested and want to explore the material further. Research on the effectiveness of Wordwall in the context of English classrooms for example shows that the use of this medium results in a significant increase in student motivation and engagement (Nurammida et al., 2024). Thus, the combination of game elements and religious content succeeds in captivating students' interest in learning more seriously.

Third, the indicators of attention also show positive developments. Students' attention is very important in learning, because without the presence of the mind in the learning process, understanding will not be optimal. The observation of the first cycle still showed that some students were not focused enough, but in the second cycle most students managed to show better attention to the material. This indicates that interactive and contextual media are able to attract and maintain students' focus during learning. Similar findings were observed in the research of PAI interactive learning media at Ta'miriyah High School Surabaya, where the use of interactive media has been proven to increase students' understanding and emotional engagement (AlZayn, 2024).

Fourth, engagement indicators reflect the extent to which students actively participate in learning activities. The results showed that in cycle II, most of the students had experienced an increase in engagement as expected (85% of students in the MSH category). This signifies that students are no longer passive recipients but actively participate in the learning process through interaction with the media, discussions, and quiz activities. According to Bandura's social learning theory, students also learn through observation and imitation (Bandura, 1986); when teachers use Wordwall and students see examples of positive interactions, they are encouraged to get involved. Other research on Wordwall has also found that this platform is able to create an interactive learning environment so that students feel more engaged (Wordwall in the classroom, 2022).

More broadly, the results of this study confirm that interactive digital media such as Wordwall can be a strategic tool to overcome the limitations of conventional learning in religious lessons. Because PAI material is often considered abstract or overly normative, presentation through the medium of educational games helps to simplify moral concepts and values so that students can absorb them in a fun way. This approach supports the theory of constructivism, in which students build their own understanding through activities, reflection, and interaction (Santoso & Kurniawan, 2022). In the context of Wordwall, students not only listen to explanations, but actively try to answer, discuss, and reflect on the questions presented.

These findings are also consistent with the literature on interactive media in religious education. A study shows that interactive media can increase student participation, improve concept understanding, and make learning more enjoyable (EdutechJaya, 2025). Meanwhile, in PAI research in elementary schools, the use of interactive media succeeded in increasing interest in learning from 20% to 80% (Scribd, 2025). Thus, this research strengthens the claim that the application of digital media is not solely a variation of media, but as a pedagogical transformation that is relevant in the digital era.

Nevertheless, there are aspects that require critical attention. Although the indicators of engagement and interest have increased significantly, there are still a small number of students who are in the Not Improved (BM) or Starting to Increase (MM) categories in each indicator. This can be caused by several factors, including students' lack of experience in using digital media, limited devices or connectivity, and different variations in learning styles. Research on PAI interactive learning media emphasizes that technical and infrastructure challenges are obstacles in the optimal implementation of

interactive media (AlZayn, 2024). Therefore, support from schools in terms of facilities, teacher training, and student readiness is a determining factor for long-term success.

Theoretically, this research contributes to the understanding that gamification in religious learning can increase student motivation and engagement without neglecting the content of fundamental moral values. Wordwall as one of the gamification platforms shows that game-based media can be translated into the realm of religious education effectively. This is in line with the meta-analysis findings that Word Walls have a significant effect on improving students' vocabulary and engagement in various learning contexts (Meta-Analysis, 2022).

Practically, this study provides the implication that PAI teachers must be creators of learning media, not only as material presenters. Teachers need to design Wordwall activities that are relevant to the character and context of elementary school students. Additionally, schools need to ensure that adequate devices and networks are available to support the implementation of digital learning. Training for teachers to get used to designing interactive quizzes and facilitating students in the use of media is also very important.

Thus, the application of Wordwall not only increases interest in learning in emotional, cognitive, and participatory aspects, but also creates more meaningful PAI learning in the context of elementary schools in the digital era. Nonetheless, the study recognizes its limitations, such as the relatively short research period and limited student coverage of a single class. Therefore, further research can be carried out by involving more classes, longer durations, and incorporating variables of cognitive learning outcomes and character in more depth. Overall, this discussion shows that Wordwall media as a form of gamification-based interactive learning has great potential in increasing students' interest in learning PAI subjects. Improvements in the indicators of feeling happy, interested, attentive, and engaged showed that students responded positively to changes in learning media. This research is empirical proof that religious learning does not have to be monotonous — with the right digital media innovations, religious values can be conveyed in a more vibrant, relevant, and inspiring way in the technological age.

CONCLUSION

Based on the results of the research that has been analyzed, it can be concluded that the use of wordwall-based PAI learning media can increase the learning interest of grade V students of SD Negeri 1 Klieng can be said to have increased in accordance with expectations with a percentage of 80%. This means that learning using wordwall-based learning media is influential and successful in increasing students' interest in learning in PAI Lessons. The sara that can be given is that this research is expected to be able to help educators to continue to develop learning innovations, especially in the use of learning media by utilizing digital technology, besides that this research is expected to be able to help other researchers of the same type to obtain even broader results.

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