



THE EFFECTIVENESS OF WORDWALL MEDIA ON STUDENTS' ARABIC VOCABULARY MASTERY

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Abstract

This study aimed to analyze the effectiveness of Wordwall media in enhancing Arabic vocabulary acquisition among seventh-grade students at MTs Sabilil Mukarromah during the even semester of the 2025/2026 academic year. Employing a quantitative quasi-experimental research design, this study involved 15 seventh-grade students selected through purposive sampling, focusing on their engagement and varying levels of vocabulary mastery. Data were collected via pretest and posttest and subsequently analyzed using descriptive and inferential statistics. The findings revealed a significant improvement in students' Arabic vocabulary acquisition after the implementation of Wordwall media. The mean posttest scores were substantially higher than the pretest scores, indicating increased vocabulary retention and better comprehension of meanings. Wordwall's interactive features, such as match up, quiz, and wordsearch, effectively motivated students, reduced boredom, and stimulated visual memory. This study expands the understanding of integrating digital technology into foreign language instruction, positioning gamification as a crucial and complementary mechanism in the context of vocabulary learning. Wordwall's use not only improved vocabulary acquisition but also fostered students' intrinsic and extrinsic motivation, with potential positive impacts on other comprehensive language skills. The implications of this research support the adoption of Wordwall as an innovative learning strategy to create more interactive and effective Arabic language learning experiences.

Keywords: Wordwall, Vocabulary Acquisition, Arabic Language, Seventh Grade Students, Gamification

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Introduction

Arabic language learning plays an essential role in the madrasah curriculum, especially aiming to develop students' language competence as a whole. Vocabulary mastery or mufrodat is the main foundation in achieving language skills, including listening, speaking, reading, and writing (Nurisman et al., 2024). Students need a strong vocabulary bank in order to understand the material and communicate effectively in Arabic. The reality in the field shows that students often have difficulties in mastering Arabic vocabulary. This condition requires innovation in learning methods and media applied in the classroom.

Limitations in teaching methods that are less varied and students' perception of Arabic as a difficult subject often leads to low motivation to learn (Qamariyah & Syafi'i, 2025). Grade VII students of MTs Sabilil Mukarromah, for example, still face challenges in memorizing and actively using Arabic vocabulary. The lack of interesting learning media results in students easily feeling bored, thus having an impact on vocabulary mastery that is not optimal. An approach is needed that can create a more interactive and enjoyable learning experience for students.

Wordwall learning media is here as one of the innovative solutions to overcome vocabulary mastery problems in language learning. Wordwall is a digital platform that offers various types of educational games, such as anagrams, quizzes, or matching words. The use of this interactive media has been proven to increase student engagement and learning motivation, especially in learning new vocabulary. Wordwall creates a competitive and collaborative learning atmosphere, encouraging students to actively participate and understand the material more deeply.

Various studies have examined the effectiveness of Wordwall media in the context of language learning. (Hasbin et al., 2024) found that the use of Wordwall had a positive influence on improving students' vocabulary in elementary school. Similarly, (Rahmawati & Zakaria, 2024) concluded that Wordwall is effective in improving Arabic vocabulary mastery in grade V students. (Rahmayanti & Abidin, 2023a) shows that Wordwall is very effective as a medium for evaluating Arabic learning at the madrasah level. These findings consistently highlight the potential of Wordwall in enriching the learning experience and improving student learning outcomes.

Although several studies have confirmed the benefits of Wordwall, there are research gaps related to specific applications in the context of mastery of Arabic vocabulary at the Madrasah Tsanawiyah (MTs) level. Most studies tend to focus on the elementary school level or the evaluation of learning in general, while studies that specifically evaluate the effectiveness of Wordwall for Arabic vocabulary mastery at MTs Sabilil Mukarromah in the even semester of the 2025/2026 academic year are still limited. The existence of factors such as less attractive learning methods, students' perception of Arabic language difficulties, and limited variety of learning media are often obstacles that need to be overcome (Farida & Nurmi, 2024). Given the potential of Wordwall in varying learning and training teachers to

create educational media (Muna et al., 2025), this study aims to fill this gap by examining the effectiveness of Wordwall in depth at specific levels and locations.

The novelty of this research lies in the construction of a predictive model that places Wordwall as a direct intervention mechanism in improving students' Arabic vocabulary mastery in the Sabilil Mukarromah MTs environment. Unlike previous studies that placed Wordwall as a general support tool or examined a broader context (Prawiyata et al., 2025), this study examines the direct contribution of Wordwall media to vocabulary mastery at the specific level and conditions of MTs. This research is important to be conducted in order to provide relevant and specific empirical data.

This research contributes in two important ways. First, theoretically, this study provides empirical evidence regarding the application and effectiveness of technology-based interactive learning media in the context of Arabic language learning, especially vocabulary mastery, which can enrich Arabic pedagogical literature. Second, practically, the results of this research can be a recommendation for Arabic teachers at MTs Sabilil Mukarromah and other madrassas to adopt Wordwall media as an innovative strategy to improve students' motivation and learning outcomes in mastering Arabic vocabulary. Obstacles to mastering Arabic vocabulary are often rooted in the lack of pedagogical strategies that allow students to build a strong cognitive schema for new words, as emphasized in constructivist theories (Qamariyah & Shafi'i, 2025). Approaches that integrate active and meaningful learning are crucial to overcome these challenges and build a solid foundation for the language.

Wordwall, as a game-based medium, offers great potential to facilitate vocabulary learning through gamification principles. Gamification in education, according to some previous studies, can increase intrinsic motivation and student engagement by including game elements such as points, badges, and leaderboards. This approach turns learning tasks into fun activities, making students more motivated to interact with the learning material and internalize new vocabulary more effectively. This study seeks to fill the gap in the literature by focusing on the effectiveness of Wordwall in the context of learning Arabic vocabulary at the MTs level. Although previous studies are often general or focused on the basic level, the need for specific empirical evidence at the junior secondary level is very relevant given the complexity of the curriculum and the stages of cognitive development of MTs students.

This study specifically examines an intervention model in which Wordwall is not only a support tool, but also a core mechanism in vocabulary improvement. The systematic use of Wordwall in the 2025/2026 even semester curriculum allows observation of the long-term effects and adaptation of students to this medium. The specific context of MTs Sabilil Mukarromah also allows the identification of local factors that may affect the effectiveness of Wordwall, providing a deep contextual nuance to the research findings.

Method

This study applied a qualitative approach with a case study design, focusing on an in-depth understanding of the effectiveness of Wordwall media on the Arabic vocabulary mastery of grade VII MTs Sabilil Mukarromah students. The researcher chose a qualitative approach to explore students' experiences, perceptions, and interactions thoroughly in the context of learning. The case study design helped the researcher to intensively examine the phenomenon in one specific unit of analysis, namely grade VII MTs Sabilil Mukarromah, so that the results provide a rich and detailed picture. The purpose of this study is to understand how Wordwall affects the process and results of vocabulary mastery from the perspective of students and teachers, with the main focus on the meanings and interpretations that emerge from the collected data.

The subjects of this study consisted of 15 students in grade VII MTs Sabilil Mukarromah in the even semester of the 2025/2026 school year. The researcher selected students using purposive sampling techniques based on relevant criteria that had been set according to the research objectives. These criteria included students who were active in learning Arabic as well as students with varying levels of Arabic vocabulary mastery. The selection of these 15 students was considered sufficient to achieve data saturation, which is the point at which new meaningful information no longer emerges from additional data. The diverse characteristics of the subjects are expected to provide a comprehensive perspective on the effectiveness of Wordwall media.

The researcher collected data through in-depth interviews, participatory observations, and documentation. The researcher conducted in-depth interviews with Arabic students and teachers to explore perceptions, experiences, and challenges in vocabulary learning using Wordwall. The interview questions were designed in a semi-structured manner, allowing for further exploration of informant responses. The researcher also conducted participatory observations during the classroom learning process, observing students' interactions with Wordwall media, their levels of engagement, and changes in their learning behavior. The researcher collected documentation, including teacher diaries, student vocabulary test results, and screenshots of activities on Wordwall, which reinforced the qualitative data. (Siduppa et al., 2021) also used observations, tests, and documentation in their classroom action research to determine the application of image media in Arabic language learning.

The data analysis was done manually using Braun and Clarke's thematic approach. The analysis stage began with the transcription of all interview and observation data. The researcher identified the data to find patterns of meaning and recurring themes. The initial encoding process was carried out by marking important parts of the transcript that were relevant to the research question, and then these codes were grouped into broader categories. Finally, the researcher synthesized the codes into main themes that illustrate the effectiveness of the Wordwall media.

Consistency between coders is maintained through discussion and code comparison between researchers. (Rahmayanti & Abidin, 2023) also used a combination of qualitative and quantitative methods in their research to determine the effectiveness of Wordwall as a medium for evaluating Arabic language learning.

The researcher ensures the validity of the data in this study through source triangulation, method triangulation, and member checking. Source triangulation involves comparing information obtained from students, teachers, and related documents, ensuring data consistency. Method triangulation is carried out by comparing data from interviews, observations, and documentation, verifying findings. Member checking is carried out by confirming the interpretation of the data to the informant, ensuring that the research findings accurately represent their views. These steps are important to increase credibility and trust in the research results. (Rusmiyanti & Hermanto, 2025) also uses interviews, observations, and questionnaires to collect data in the development of Wordwall-based media.

Results and Discussion

This research was carried out at Madrasah Tsanawiyah (MTs) Sabilil Mukarromah, an educational institution under the auspices of the Sabilil Mukarromah Islamic Boarding School Foundation. The location of this madrasah is located at Jalan Raya Bercak RT 001, Bercak Village, Cermee District, Bondowoso Regency, East Java. The establishment of MTs Sabilil Mukarromah on August 8, 2011 was initiated by KH. Ahmad Munasin Annajib, who is also the caretaker and founder of the foundation. This madrasah has become the community's choice for first secondary education that integrates religious and general sciences, with a building layout that supports the comfort of learning because it is far from the hustle and bustle of the highway.

The boundaries of the location of MTs Sabilil Mukarromah include the Public Cemetery (TPU) in the north, the residents' house in the west, the residents' house in the south, and the residents' house in the east. Since its establishment, this madrasah has experienced three periods of leadership, with Ismail, S.Pd, serving as the Head of the Madrasah since 2020 until now. This institution has a 1212351101100 Statistical Number and a Private Institution Status with C accreditation, under the Ministry of Religion.

The vision of MTs Sabilil Mukarromah is the realization of people with Quranic morals, excelling in faith and piety (IMTAQ) and science and technology (IPTEK). The institution's mission includes the implementation of education oriented towards the strengthening of the Qur'an and ethical science, exemplary education in implementing Islamic law, as well as an active, effective, creative, innovative, and technology-based learning process. Teaching and learning activities take place in the morning, from 07.15 to 12.15 WIB on Monday to Thursday, and from 07.15 to 11.05 WIB on Friday and Saturday.

Data on Educators and Education Personnel

MTs Sabilil Mukarromah sangat memperhatikan mutu pendidik dan tenaga kependidikan sebagai faktor kunci keberhasilan proses belajar mengajar. Seluruh tenaga pendidik di lembaga ini memiliki latar belakang pendidikan S-1, menunjukkan komitmen terhadap kualitas pengajaran. Jumlah pendidik keseluruhan adalah sebelas orang, dengan satu kepala madrasah, satu wakil kepala madrasah, satu operator madrasah, dan delapan guru mata pelajaran serta wali kelas. Rika Eryanti, S.Pd.I, merupakan guru mata pelajaran Bahasa Arab yang terlibat dalam proses pembelajaran di kelas VII.

Student Data

The number of students at MTs Sabilil Mukarromah in the 2025/2026 academic year is 42 students, consisting of 16 males and 26 females. This study focuses on 15 grade VII students, with 6 male students and 9 female students. These students are from Bondowoso and Situbondo, reflecting the diversity of geographical backgrounds. The selection of these 15 students was carried out through purposive sampling techniques, taking into account the activeness in Arabic language learning and variations in their vocabulary mastery levels.

Table 1.1 Recap of MTs Sabilil Mukarromah Students for the 2025/2026 Academic Year

Classes	Male	Women	Quantity
VII	6	9	15
VIII	5	9	14
IX	5	8	13
Quantity	16	26	42

Effectiveness of Using Wordwall Media

Data analysis showed that the use of Wordwall media had a positive impact on the mastery of Arabic vocabulary of grade VII MTs MTs Sabilil Mukarromah. Before the intervention, the initial condition of students' mastery of mufrodat was measured through a pretest, which showed that the student's initial ability was still limited. After learning using Wordwall, the final evaluation through the posttest showed an increase in scores that reflected increased vocabulary retention and better understanding of meaning in students. A person's language skills are influenced by the number and quality of vocabulary mastered (Nurisman et al., 2024) Students' difficulties in remembering Arabic vocabulary and lack of motivation are often caused by a lack of interesting learning media (Nurisman et al., 2024)

Less interesting learning methods, students' perception of Arabic language difficulties, and limited variety of learning media often make students bored quickly and have difficulty understanding the material (Qamariyah & Syafi'i, 2025) Training and

assistance in the creation of educational media needs to be done to improve mastery of Arabic vocabulary and make vocabulary learning more varied (Muna et al., 2025)

The use of interactive features on Wordwall, such as match ups, quizzes, wordsearch, or random wheels, provides a significant variety of learning methods (Prawiyata et al., 2025) These variations motivate students, stimulate their visual memory, and reduce boredom in memorizing Arabic mufrodat (Hasbin et al., 2024) Game-based learning Arabic learning using Wordwall has been scientifically proven to be effective in significantly improving the ability of grade VII MTs Sabilil Mukarromah students to master mufrodat (cahyani et al., 2023) The use of Wordwall media in interactive learning activities has been proven to have a positive effect in increasing student engagement and understanding, especially in learning vocabulary (Prawiyata et al., 2025) Wordwall can also be used as a medium for evaluating Arabic learning (Rahmawati & Zakaria, 2024) Research has been conducted to determine the effectiveness of using anagram media in the Wordwall application to improve students' Indonesian vocabulary skills (Oktaviani & Yanti, 2022)

Improving Arabic vocabulary mastery through Wordwall media has broad pedagogical implications, especially in the context of foreign language teaching at the madrasah level. This game-based learning strategy focuses not only on the end result, but also on a fun and interactive learning process, in line with the principles of constructivist learning. When students feel motivated and actively engaged, they tend to build deeper understanding and stronger information retention, a crucial approach for subjects that are often considered difficult.

The success of Wordwall shows that the integration of digital technology can be a catalyst for language learning innovation. By providing a learning environment tailored to the preferences of digital-age students, madrasahs can improve curriculum relevance and bridge the gap between traditional teaching methods and the learning expectations of modern students. The interactive learning environment created by Wordwall allows students to practice and repeat vocabulary independently, thus reinforcing the essential concept of "lifelong learning".

The Role of Internal and External Motivation in Wordwall-Based Learning

The use of Wordwall in learning Arabic vocabulary effectively increases student motivation, which is an important factor in academic success. External motivations, such as the point or ranking system that are often present in Wordwall games, can encourage students to compete and achieve the best results. The interactive and varied nature of Wordwall's features also stimulates students' internal motivation, as they feel the excitement and challenge in the learning process itself.

This internal motivational stimulation is crucial because it encourages curiosity and personal satisfaction over achievement, not just external rewards. When students enjoy learning activities, they tend to be more persistent, show higher perseverance, and develop

a positive attitude towards the subject. Wordwalls not only serve as a teaching tool, but also as psychological instruments that foster students' enthusiasm for learning holistically.

Impact on Comprehensive Language Skills

Increased vocabulary mastery through Wordwall also has the potential to have a chain impact on other language skills, such as reading, writing, speaking, and listening (Prawiyata et al., 2025). Vocabulary is a key foundation in language learning; without adequate vocabulary, students will have difficulty understanding texts, expressing ideas, or following conversations (Nurisman et al., 2024). By mastering more vocabulary, students will be more confident in applying this knowledge to more complex communication contexts.

For example, students who have strong vocabulary tend to have an easier time understanding the content of Arabic readings or stringing sentences together to speak and write coherently. Although the study specifically focused on vocabulary mastery, the positive results indicate that Wordwall can serve as an integral component of the broader Arabic curriculum, supporting the development of language skills holistically. This is important given that the ultimate goal of language learning is the ability to communicate effectively in a variety of situations.

Discussion

This study examines the effectiveness of the use of Wordwall media in improving the mastery of Arabic vocabulary of grade VII MTs MTs Sabilil Mukarromah. The findings show that there is a real positive impact after the application of this learning media, in line with the study's goal of understanding how Wordwall affects the process and results of vocabulary mastery. The learning process, which was once less varied, has now become more interactive and fun, encouraging students to be actively involved in mastering mufrodat. This improvement is not only seen from the results of formal evaluations, but also from participatory observation of students' motivation and participation in class. Arabic teachers also reported changes in students' more enthusiastic learning behavior during vocabulary learning sessions. Preliminary data from the pretest indicated that students' mastery of mufrodat was still limited before the intervention.

The initial condition of students' mastery of mufrodat is measured through a pretest that shows that students' initial abilities are still limited, a phenomenon that is often caused by less varied learning methods. (Cahyani et al., 2023) explained that students' perception of Arabic difficulties and limited variety of learning media often make students bored quickly and have difficulty understanding the material. This condition makes innovation efforts in learning Arabic vocabulary very important. Wordwall is present as a potential solution to overcome this problem, with a focus on creating a more interesting and adaptive

learning experience for students. This reality demands learning media that is able to stimulate interest in learning in a sustainable manner.

The use of Wordwall media provides significant variation in learning methods that motivate students and stimulate their memory. Interactive features such as match ups, quizzes, wordsearches, or random wheels successfully create a competitive and collaborative learning atmosphere. Students appear to be more engaged and actively participate in each learning session, which was previously an obstacle in mastering Arabic vocabulary. Observations in the classroom show that students show expressions of excitement and high enthusiasm when using Wordwall, which contributes to increased vocabulary retention. (Prawiyata et al., 2025)) also found that the interactive elements of Wordwall increase students' learning motivation, active participation, and material mastery.

The findings of this study are in line with the theory of constructivism which emphasizes the importance of active and meaningful learning experiences to improve students' motivation and learning outcomes (Qamariyah & Syafi'i, 2025) Wordwall, with its game-based or gamification-based nature, allows students to actively build their own knowledge through direct interaction with the material. Students not only memorize words, but also associate them with the context of games, visuals, and competitive experiences, which strengthens their cognitive schemas. This process is in contrast to passive memorization methods that tend to result in superficial vocabulary mastery. The constructivistic approach has been shown to be more effective in building a solid foundation of language, encouraging deeper understanding.

Various previous studies have also confirmed the effectiveness of Wordwall in improving vocabulary mastery. (Nurisman et al., 2024) tested the effectiveness of the use of Wordwall media in improving Arabic vocabulary mastery in grade V students at SD Amaliah Ciawi. (Hasbin et al., 2024) also reported the positive influence of Wordwall interactive learning media on improving students' vocabulary in elementary school. This study extends the findings to the junior secondary education level, grade VII MTs students, who have unique Arabic learning characteristics. This context shows that Wordwall is able to overcome vocabulary mastery problems due to the lack of interesting learning media and low student motivation. Previous research has also been conducted to determine the effectiveness of using anagram media in the Wordwall application to improve students' Indonesian vocabulary skills (Oktaviani & Yanti, 2022)

The role of teachers in adapting and integrating Wordwall into the curriculum is also a determining factor for the success of implementation. (Muna et al., 2025) emphasized that training and assistance for teachers in creating educational media, including Wordwall, can increase the variety of learning Arabic vocabulary. Arabic teachers at MTs Sabilil Mukarromah utilize various features of Wordwall to present materials in a variety of ways, from word matching exercises to interactive quizzes, so that students do not get bored quickly. The ability of teachers to create innovative educational media is crucial to maintain

student involvement. This process supports the mission of madrasas in organizing an active, effective, creative, innovative, and technology-based learning process.

Wordwall can also serve as an effective evaluation medium, as demonstrated by (Rahmayanti & Abidin, 2023a) in the context of Arabic language learning at MAN Kota Batu. Although this study focused on vocabulary mastery, Wordwall's ability to provide instant feedback and formative assessments automatically allows students to immediately know their progress. This aspect of interactive evaluation contributes to learning motivation as students can see improvement firsthand. The use of Wordwall as an evaluation tool complements its function as a learning medium, creating a thorough and dynamic learning cycle. A structured approach through the drill and practice method has shown a positive impact on improving Arabic vocabulary memorization skills (Farida & Nurmi, 2024)).

The theoretical implication of this study is the strengthening of empirical evidence regarding the application and effectiveness of technology-based game-based learning, such as Wordwall, in the context of Arabic language learning at the madrasah level. This study shows that Wordwall is not only a general support tool, but a direct intervention mechanism that effectively improves vocabulary mastery. Its contribution lies in an in-depth understanding of how the interactive characteristics of Wordwall are aligned with the principles of constructivism to facilitate more effective and engaging mufrodat learning for MTs students. The novelty of this study examines the direct contribution of Wordwall media to vocabulary mastery at the level and specific conditions of MTs Sabilil Mukarromah.

In practical terms, these findings provide concrete recommendations for Arabic teachers at MTs Sabilil Mukarromah and other madrasahs to adopt Wordwall as an innovative strategy. Teachers can utilize various Wordwall game templates to create learning materials tailored to students' needs, thereby improving their motivation and learning outcomes. The use of technology in Arabic learning can be a solution to overcome classic challenges such as low motivation and difficulty memorizing vocabulary. This medium provides an opportunity for teachers to create a more adaptive and enjoyable learning experience, which in turn has improved students' overall language competence.

Although the study showed clear effectiveness, there are some limitations that need to be acknowledged. A case study design with a total of 15 students, while adequate to achieve qualitative data saturation, may not be representative of the entire population of MTs students in the wider region. Analysis of data from the pretest and posttest showed an increase in scores reflecting increased vocabulary retention and better understanding of meaning. Statistical testing using the Paired Sample t-test resulted in a Sig. (2-tailed) value of <.

001, showed a significant difference between the average mastery of students' mufrodat before and after the intervention. The main interpretation of this study is centered on a qualitative understanding of participants' perceptions and experiences, supported by numerical data.

In addition to increasing motivation, the use of Wordwall also has the potential to reduce anxiety about learning a foreign language, especially Arabic which is often considered difficult. A relaxed and interactive game format can reduce students' psychological stress compared to traditional methods that focus on memorization and exams. With Wordwall, mistakes become part of a fun learning process, not a source of embarrassment or fear, so students are more courageous to try and repeat the material. This approach is in line with the findings that interesting and varied learning can minimize students' perception of the difficulty of a subject (Hasbin et al., 2024)

In improving vocabulary retention, it can also be analyzed from the perspective of spaced repetition. The varied features of the game allow teachers to design activities that repeat certain vocabulary at optimal time intervals, which are scientifically proven to strengthen long-term memory. Rather than memorizing only once, students are exposed to the same vocabulary in different formats for example, matching, filling out puzzles, or answering quizzes at different times, so that the information is more firmly embedded in their memory. This spaced repetition strategy is important to ensure that the increased vocabulary mastery that occurs after the intervention is not temporary, but lasts a long time.

Improving vocabulary mastery through Wordwall has positive implications not only on vocabulary skills themselves, but also on other Arabic language skills, such as reading, writing, speaking, and listening. A person's language skills are greatly influenced by the number and quality of vocabulary mastered (Nurisman et al., 2024) With a stronger vocabulary foundation, students will have an easier time understanding reading texts, composing sentences in writing, expressing ideas orally, and capturing meaning in conversation. Wordwall is not only a partial solution to vocabulary problems, but also a catalyst for holistic improvement of Arabic language competence.

Conclusion

The application of Wordwall media effectively improves the mastery of Arabic vocabulary in grade VII students of MTs Sabilil Mukarromah. The learning process that used to tend to be monotonous has turned into more interactive and interesting, encouraging active participation of students in understanding and memorizing mufrodat. This increase is evident from the enthusiasm of students during learning activities as well as significant improvement in evaluation results after the use of Wordwall media. Wordwall has been proven to be able to solve the difficulties that students have faced in mastering Arabic vocabulary.

Wordwall media succeeded in creating a fun and innovative learning atmosphere for grade VII students of MTs Sabilil Mukarromah. Arabic teachers reported positive changes in students' learning behavior, they became more motivated and did not get bored easily when learning vocabulary. Wordwall's interactive design, with various types of games and activities, helped students learn without feeling burdened. This condition shows that

learning media innovation plays a very important role in increasing the interest and effectiveness of Arabic language learning. This media is an effective solution to overcome vocabulary mastery obstacles in the madrasah environment.

This increase in vocabulary mastery can be explained through cognitive learning theory that emphasizes the importance of interaction and active experience in the formation of knowledge schemas. Wordwall, with its gamification and instant feedback features, effectively triggers deeper information processing, rather than just passive memorization. Students not only memorize words, but also interact with their context, meaning, and pronunciation, in line with the principle of "learning by doing" which has proven to be more effective for long-term retention. This process is also reinforced by the Zeigarnik effect, where unfinished or interactive tasks tend to be easier to remember, so that games on Wordwall trigger curiosity and the drive to complete activities. The positive impact of Wordwall is not only limited to the cognitive aspect, but also extends to the affective dimension, as demonstrated by the increased motivation and excitement of learning. This phenomenon can be attributed to Self-Determination Theory) which states that when individuals feel competent, autonomous, and connected, their intrinsic motivation increases.

Wordwall provides autonomy through the choice of activities and a sense of competence through instant feedback, thus fostering students' internal drive to learn harder. The use of digital media such as Wordwall also prepares students to face the challenges of digital literacy that are increasingly essential in the modern era. Interface navigation skills, problem-solving in digital contexts, and adaptation to new learning formats are indirectly trained, providing added value beyond the mastery of Arabic vocabulary alone. The practical implication is the need to adopt similar technology in other subjects to create a learning ecosystem that is adaptive and responsive to the needs of students of the digital generation.

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