



The Use of Interactive Wordwall Games in Islamic Religious Education Learning at Elementary School

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Abstract

This research is motivated by the importance of a teacher to utilize technology as a learning medium that increases creativity, is interesting, fun, and can increase student activity. The purpose of this study is to find out how to plan and use interactive wordwall games, as well as to find out the advantages and disadvantages of interactive wordwall games in Islamic religious education learning activities at Elementary School 17 Kayu Aro. This study uses a descriptive qualitative approach, data sources in this study include eight informants and documentation, the methods used in this study are observation, interviews, and documentation. Data analysis with data reduction, data presentation, and drawing conclusions. For data analysis, researchers use a triangulation method that re-checks. The results of this study indicate that, Kayu Aro 17 State Elementary School has used wordwall as a learning medium with planning that is guided by the 2013 curriculum. Although in the use of this wordwall there are still obstacles from various aspects, the use of this wordwall makes it easier and more interesting for students in enjoyable learning

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INTRODUCTION

Learning is a process of gaining knowledge. It requires hard work and sometimes makes students frustrated and bored, so that they lose their attention to a learning activity. In this context, the use of media in the learning process is very much needed to attract students' attention and make learning activities more interesting and effective. Currently, the world of education is felt to have not optimized the use of technology optimally, especially now that there are many software development companies that provide facilities to support learning activities in the classroom effective (Muhammad Hasan, 2021). Utilizing educational games as an interesting, fun learning medium that can increase student activity is a challenge for teachers in creating it (Mia Augesti, 2021).

Basically, humans have a psychology that prefers to play rather than study seriously, so indirectly educational games can entertain and educate so that games can have an impact on the way thinking and behavior of learners. Therefore, it is important for teachers to create and use learning media or learning evaluation media that attract students' interest so that learning becomes fun and not boring. Interactive media is a learning media, which must contain information and convey messages to the recipient, namely students, some media can process information and students' responses (Dewi Safira Wardani, 2018). Islamic religious education teachers must innovate in learning media so that students are interested in participating in learning. Media in the learning process is very important because learning media is a means of conveying messages (Zainal Abidin, 2014).

Using interactive media, students can understand the learning provided. In line with that, providing fun learning is very easy to implement in the era of technology that is currently developing rapidly, one of which is by involving a game that combines audio-visual media and games, therefore

learning becomes more fun. Educational games are learning media that can stimulate human thinking power and can increase concentration and problem solving, which means players are required to learn in order to solve problems (Huda Mardhatillah, 2022). Games have interactive properties that can be used as a learning tool that has more advantages than manual learning media (Sri Lestari Rahayu, 2018). In integrating a game through interactive media, it is necessary to pay attention to the suitability of the material. Therefore, in learning activities, the use of appropriate and varied media can overcome student boredom and help learning activities, especially in improving learning outcomes by utilizing technology as a learning aid (Ratih Wulandari,dkk, 2017).

If seen in the field, there are still few Islamic religious education teachers who have utilized technology, the lecture method is still used as the main method in learning and does not use any media. However, researchers found something different during observations of Islamic religious education learning at Kayu Aro 17 Elementary School, Padang City. On Friday, July 14, 2023, researchers conducted initial observations at Kayu Aro 17 Elementary School, Padang City, it was found that Islamic religious education teachers had utilized technological developments in learning. Islamic religious education teachers here use a website-based game application, namely wordwall, in learning activities that are more interesting and practical to use and fun. Wordwall is one of the games that is very easy to use in the learning process

Wordwall is a website that can be accessed anytime, by anyone, without time and place restrictions and can be used for free. Wordwall is designed to make it easier for teachers to create online learning media based on educational games and can adjust the material to be taught. Many types of games are offered by wordwall in several very fun templates such as crossword puzzle templates that are useful for testing students' memory, then to test students' accuracy, you can use wordsearch, and templates to test students' understanding of learning materials can use match up (Nurul Fuad, 2021). Other templates available are maze chase, labeled diagram, random wheel, open the box, group short, gameshow quiz, random cards, matching pairs, unjumble, anagram, and missing word (Nafia Wafiqni, 2021).

The use of wordwall is quite easy, no need to download it first like kohoot, wordwall just sends a link to students and students can immediately answer it. Wordwall has a time that can be limited, a dashboard containing the names of students who participate in answering and the use of wordwall can be used on students' devices not must be on a computer at school. (Anisa Auliya, 2021)

This relevant study is related to the interactive wordwall game as an educational game. Some related studies include: A thesis written by Fanny Mastyana Putri in 2020, entitled "Effectiveness of Using Wordwall Applications in Online Mathematics Learning on Whole Number Material for Grade 1 at Min 2 South Tangerang City". The similarity between the researcher's research and the research above is using a wordwall game as a research tool. However, it differs in the purpose of the research, if the research above aims to see the effectiveness of the wordwall game in online mathematics learning. Then the researcher's research aims at the use of wordwall games by Islamic Religious Education subject teachers. In line with the development of technology that has entered the era of revolution 4.0, teachers are required to be able to use technology for learning media. The use of wordwalls, including interactive website-based games by Islamic religious education teachers at Elementary School 17 Kayu Aro, Padang, which researchers studied, proved that teachers have the potential to use wordwalls, especially Islamic religious education teachers here are still relatively young and can use IT and are supported by the availability of facilities and infrastructure such as having two laptops, one computer, infocus, and a wifi internet network.

Based on the description above, the researcher is interested in conducting a study entitled "The Use of Interactive Wordwall Games in Islamic Religious Education Learning at Elementary School 17 Kayu Aro, Padang City".

METHODS

This study uses a qualitative method with a descriptive approach. Data sources were taken from eight informants through in-depth interviews, namely the principal, Islamic religious education teachers and eight students (Gunawan, 2015). Selected using purposive sampling techniques, the selected informants have met four criteria, namely understanding the problems being studied, still active in the field being studied, having time to provide information to researchers, and providing information in accordance with the facts that occur in the field (Anggito Setiawan, 2012). This study will use the Miles and Huberman model data analysis technique. The steps of the Miles and Huberman model data analysis technique, namely data reduction, data presentation, and verification and validity of data are obtained by credibility testing (internal validity) with triangulation strategies for checking data from various sources in various ways, and at various times.

FINDINGS AND DISCUSSION

Based on the results of the researcher's interview with informants regarding the use of interactive wordwall games in Islamic religious education learning at Elementary School 17 Kayu Aro, Padang City. The results of this study can be presented by the researcher in this discussion and supported by explanations and analysis of previous research whose data is used as an explanation and reinforcement in this study:

1. Planning Interactive Wordwall Games in Islamic Religious Education Learning at Elementary School 17 Kayu Aro, Padang City

The findings of the research conducted by the researcher in the field are that the planning of the use of wordwalls by teachers is carried out entirely by Islamic religious education teachers. For all planning, learning is handed over to the teacher who teaches in the class, teachers are required to make learning in the classroom as comfortable and interesting as possible. The learning planning is stated in the learning implementation plan (RPP). Facts in the field based on research, researchers found that Islamic religious education teachers designed their own lesson plans while still referring to the 2013 curriculum syllabus. In preparing the lesson implementation plan, teachers at Elementary School 17 Kayu Aro, Padang City did not have a special plan in using interactive wordwall games, in the sense that it was still in accordance with the general RPP research rules. However, the only difference was in the use of learning media. Based on the results of the interview with Mr. Wahyu Joko as a teacher of Islamic religious education, he explained that:

"Regarding learning planning, it refers to the K13 Curriculum and Syllabus, only the RPP section is slightly different. Because you use Wordwall as a learning medium, the most important thing is still guided by K13, the point is everything is the same as learning as usual, only the media is changed. Actually, the wordwall that you use can not only be used for Islamic Religious Education, other subjects can also be used. It just depends on the teacher, whether or not they want to make the media."

Furthermore, in this study, researchers found in the field that the word wall was used as a quiz medium after delivering the lesson material that day.

2. The Use of Interactive Wordwall Games in Islamic Religious Education Learning at SDN 17 Kayu Aro, Padang City

The findings of the research conducted by the researcher in the field showed that the use of wordwalls by teachers who combine games with quiz questions applied in the form of quiz games involving students in groups, where each group consists of three or four group members and each student must concentrate on the game so as to stimulate their thinking power by answering quiz questions. However, they must still be creative in setting strategies to answer quickly and answers that match the questions.

In line with the findings of the research conducted by the researcher in the field, it was found that the wordwall used by the teacher had met the characteristics of an interactive game. Where the wordwall with this quiz feature has the challenge of answering questions correctly and competing for speed with the group. This wordwall quiz game is very interesting, even students often forget to take

turns with other group members because they are so busy answering the quiz. Then the students in the group work together in setting strategies so that smart children can help students who are less

good at answering questions so as not to waste time. However, every time you ask for help from a group member, your points will be reduced by the agreed amount.

The findings of the research conducted by the researcher at the 17 Kayu Aro Elementary School, Padang City found that the learning of Islamic Religious Education subjects lasted 60 minutes, namely from 10.30-11.30. Before the use of wordwalls in learning activities was carried out. The researcher saw that first the teacher carried out opening activities, preparing students to be ready for learning.

Second, delivering material on the angels of God supported by teaching materials owned by students in the form of LKS and printed books. Third, quizzes or process evaluation activities, which were carried out were turning on the infocus then connecting to the laptop, then opening the wordwall website link that had been created by the educator, then students were formed into groups consisting of three or four group members then each group member would come forward to line up and then take turns in answering the quiz about the angels of God, if the first group member could not answer the question then the student would move to the back row and the second member would come forward to answer the question. Or take the option of asking for help from friends with the risk of reducing points. The questions in the wordwall are randomized so that each group does not know what questions will come out of the questions that have been entered by the teacher. Then the teacher records the scores on the board personally for each group and per group, after all groups have performed the teacher will add up the students' scores and give snacks as rewards to students and groups with the highest scores. Next, the teacher discusses the questions on the wordwall together with the students. Finally, carry out closing activities. The findings of the research conducted by the researcher at the 17 Kayu Aro Elementary School, Padang City found that the learning of Islamic Religious Education subjects lasted 60 minutes, namely from 10.30-11.30. Before the use of wordwalls in learning activities was carried out. The researcher saw that first the teacher carried out opening activities, preparing students to be ready for learning.

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“Well, after the material is finished, then the father starts the quiz with the wordwall, from reminding its use, and the father also gives motivation in the form of rewards to those who have high points. The father turns on the infocus, then the students are told to sit in groups, then all books and worksheets are closed, later each group comes forward in turns to answer the questions that will appear on the laptop. Although they come forward in groups for points, the father still does it personally by writing on the board with their respective names, outside of their group scores. Each group consists of five people and there are two groups of six because in this fourth grade there are only 22 students. Later the group members line up and one question is answered by one member if they can't or die because they are caught by the enemy, they must take turns with their group mates. If all the groups have played the game, it will be counted which students have the most scores, don't forget to give the rewards that were promised earlier.”

3. Disadvantages and Advantages of Interactive Wordwall Games in Islamic Religious Education Learning at Elementary School 17 Kayu Aro, Padang City

Likewise, in this study, researchers also found several disadvantages of wordwalls in the field at Elementary School 17 Kayu Aro, Padang City as follows: Students sometimes find it difficult to read

long questions with small writing. Second, cheating may occur because of whispers or shouts from other groups. Third, there is network interference because the wifi is located in the teacher's room. Other groups that have not yet performed like to come forward, making it difficult for the group that is working to concentrate. The teacher only uses one template.

As seen in the following informant interview excerpt:

"The drawback of wordwall is that students sometimes find it difficult to read long questions with small writing and to overcome this, the teacher stands beside the student and helps read the questions when the student has difficulty or takes too long. Sometimes cheating may occur because of whispers or shouts from other groups and to overcome this, the teacher will reduce the score for students who are caught helping to provide the answers. Then the network because the wifi is located in the teacher's room is a bit slow, therefore the teacher uses his own internet quota. As elementary school students, sometimes there are those who MPO (seek people's attention) sometimes deliberately mention the contents"

Based on research conducted at the Kayu Aro 17 Elementary School, Padang City, researchers also found several advantages of wordwalls, including using wordwalls as a learning medium, which showed that students were very enthusiastic, so this became an attraction to increase students' interest in taking quizzes. Students become smarter in strategizing and communicating with fellow students. The wordwall display does not only display questions but is presented with games and displays that are popular with elementary school level students so that it attracts students' attention and interest in carrying out quizzes. As seen in the following informant interview excerpt:

"Because of this game, students become more active, what's the name? They are very enthusiastic, usually they only do assignments that are in the LKS, but now they play games that are definitely their activities at home. Another advantage is that children can work together, discuss strategies so that they don't run out of lives so they can answer lots of questions, then they have to be fast because they have to take turns with other group members. So with the wordwall game as a learning medium, learning will be more meaningful, because they are stimulated to think and it is also easier to use because they have played the maze chase game on average, only at school, you give them questions so they don't realize they are taking a quiz"

CONCLUSION

This study successfully revealed three things, namely the planning of interactive wordwall games in Islamic religious education learning at Elementary School 17 Kayu Aro, did not involve many parties only by teachers, the use of interactive wordwall games in learning with the maze Chase feature helps teachers in attracting the interest and attention of students in learning activities in the form of quizzes. In learning activities, teachers determine learning media, teachers use wordwall media. Its use is carried out with the help of an infocus displayed on the board, then students answer random questions in the wordwall in groups with individual scores, then the teacher and participants discuss the questions again later, the disadvantages and advantages of interactive wordwall games in Islamic religious education learning at Elementary School 17 Kayu Aro, Padang City include affecting students' ability to read and patience in waiting for turns, network disruptions because teachers need to use personal quotas so as not to be slow, and teacher abilities that need to be developed in order to use more game features provided by wordwall, and practical materials cannot use these media. The advantage of wordwalls that provide something new in learning activities is that they attract the attention of students with a complete application plan and make it easier for teachers to apply it. With the many features available, teachers can simply try out other game features available on the wordwall.

At least this research can be used as an evaluation of the use of the media, such as in compiling questions to be included in the wordwall media, teachers should design question grids and create their own questions, in the sense that they are not only fixated on questions provided in Islamic religious education textbooks. teachers can increase their insight by utilizing more media or other learning available and develop their skills in using the features available in the wordwall so that students do not get bored with the maze chase template or the ones that are already available, so teachers can be creative using their own templates. schools can pay attention to the wifi network so that learning runs smoothly, especially since the world of education can now utilize educational sites that are widely available on the internet.

Provide more facilities such as computers or laptops so that they can be used for learning, and create new media for practical learning materials.

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