



## **Wordwall-Based Arabic Language Learning Innovation: Increasing Student Interest and Understanding in the Digital Era**

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### **Abstrak**

Pembelajaran bahasa Arab di era digital menuntut inovasi dalam metode pengajaran agar lebih menarik dan efektif bagi siswa. Penelitian ini bertujuan untuk mengkaji peran platform pembelajaran interaktif Wordwall dalam meningkatkan minat, pemahaman, dan kebiasaan siswa berbahasa Arab. Menggunakan pendekatan kualitatif, penelitian ini melibatkan observasi kelas, wawancara, dan angket untuk menilai efektivitas penggunaan Wordwall. Hasil penelitian menunjukkan bahwa Wordwall membantu siswa memahami kosakata dan tata bahasa Arab dengan lebih mudah melalui visualisasi yang menarik, sehingga meningkatkan retensi dan pemahaman konsep bahasa. Selain itu, Wordwall menciptakan suasana belajar yang menyenangkan, meningkatkan keterlibatan siswa, serta mengubah persepsi bahwa bahasa Arab adalah mata pelajaran yang sulit. Platform ini juga berkontribusi dalam membentuk kebiasaan siswa dalam berbahasa Arab melalui latihan interaktif yang berulang, sehingga mereka lebih nyaman menggunakannya dalam komunikasi sehari-hari. Dengan demikian, penelitian ini menegaskan bahwa Wordwall tidak hanya mempermudah pembelajaran bahasa Arab tetapi juga meningkatkan motivasi belajar siswa serta membantu mereka dalam pembiasaan berbahasa.

**Kata Kunci:** *Wordwall, pembelajaran interaktif, bahasa Arab, keterampilan berbahasa, era digital.*

### **Abstract**

Arabic language learning in the digital era requires innovative teaching methods to make the process more engaging and effective for students. This study aims to examine the role of the interactive learning platform Wordwall in enhancing students' interest, comprehension, and language habits in Arabic. Using a qualitative approach, this research employs classroom observations, interviews, and questionnaires to assess the effectiveness of Wordwall. The findings indicate that Wordwall facilitates students' understanding of Arabic vocabulary and grammar through engaging visualizations, thereby improving retention and conceptual comprehension. Additionally, Wordwall creates an enjoyable learning atmosphere, increases student engagement, and changes the perception that Arabic is a difficult subject. The platform also contributes to the formation of students' Arabic language habits through repetitive interactive exercises, making them more comfortable using Arabic in daily communication. Thus, this study confirms that Wordwall not only simplifies Arabic learning but also enhances students' motivation and helps them develop language habits.

**Keywords:** *Wordwall, interactive learning, Arabic language, language skills, digital era*

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HP : <https://doi.org/10.31004/edukatif.v7i1.7707>

ISSN 2656-8063 (Media Cetak)

ISSN 2656-8071 (Media Online)

## INTRODUCTION

Arabic language proficiency holds significant urgency within Indonesia's education system, particularly in religious education. As the language of the Qur'an, Arabic serves as a fundamental medium for comprehending Islamic religious and cultural texts. Mastery of Arabic grants students access to deeper religious understanding and broader cross-cultural insights. However, despite its importance, Arabic language learning in Indonesia continues to face challenges, particularly regarding conventional teaching methods that lack interactivity, ultimately hindering students' motivation and engagement.

Several previous studies have examined the challenges in Arabic language learning and the effectiveness of various teaching methods. Istiqomah and Nurhasanah as well as Syah et al. found that many educational institutions still rely on traditional approaches such as rote memorization and lecture-based instruction, making learning monotonous and less engaging (Istiqomah & Nurhasanah, 2020; Syah et al., 2016). Meanwhile, Haq and Surur reported that students often lack the motivation to practice Arabic in daily life due to the absence of interactive learning strategies, leading to suboptimal learning outcomes (Haq, 2023; Surur, 2022). These studies highlight the need for innovative methods that can enhance student engagement and promote active language use (Gemilang & Listiana, 2020). Furthermore, research by Nissa and Renoningtyas and Pamungkas et al. suggested that the integration of digital platforms such as Wordwall has the potential to make learning more engaging by incorporating interactive elements such as quizzes and educational games (Nissa & Renoningtyas, 2021; Pamungkas et al., 2021). Additionally, Savira and Gunawan demonstrated that Wordwall effectively increases learning motivation and provides a more immersive and participatory learning experience by fostering direct student engagement (Alfares, 2025; Savira & Gunawan, 2022).

Despite these findings, research specifically addressing the impact of Wordwall on Arabic language acquisition, particularly in fostering language habits and sustained usage, remains limited. This study aims to fill this gap by analyzing how Wordwall facilitates Arabic comprehension, enhances learning enjoyment, and encourages consistent language practice. Unlike previous research, which primarily focused on motivation and engagement, this study emphasizes the long-term impact of interactive digital tools on Arabic language retention and habitual use.

Given the persistent challenges in Arabic language learning, this study is essential in addressing the need for modernized teaching methodologies. By integrating Wordwall into Arabic instruction, this research expects to demonstrate improved language skills and the development of sustainable language habits among students. The findings will serve as a valuable reference for educators seeking to implement innovative and adaptive teaching strategies that align with contemporary students' learning needs.

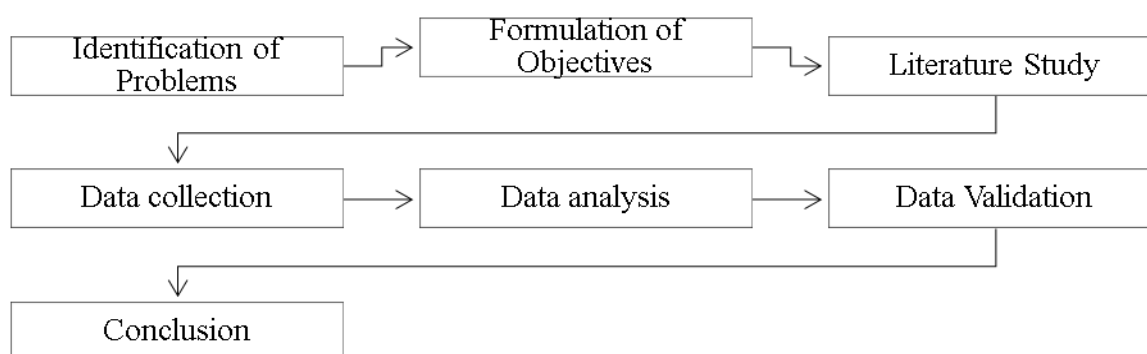
## METHOD

This study employs a descriptive qualitative approach with mixed data collection techniques to understand the role of Wordwall in enhancing students' interest, comprehension, and learning habits in Arabic among students in Intensive Arabic Program (PKPBA) at the Faculty of Sharia, UIN Maulana Malik Ibrahim Malang. The research method used is a case study to explore students' experiences in learning Arabic using Wordwall. The subjects of this study are beginner-level students (*mubtadi'*) enrolled in the PKPBA program at the Faculty of Sharia, UIN Maulana Malik Ibrahim Malang. The research sample was selected using purposive sampling, considering students who actively use Wordwall in their Arabic learning process.

This research was conducted within the Intensif Arabic Program UIN Maulana Malik Ibrahim Malang, over one semester. The study involving 250 participants or students from the beginner level Sharia faculty (*mubtadi'*) of the Special Arabic Intensive Program (PKPBA) UIN Maulana Malik Ibrahim Malang illustrates that the use of Wordwall learning media in the Arabic language learning process in the classroom is going very well. Classroom observations, interviews, and questionnaire distribution were carried out progressively

throughout the semester to obtain comprehensive data. Data collection was conducted through classroom observations, semi-structured interviews, and questionnaires. Classroom observations were used to examine students' interactions with Wordwall during the learning process. Semi-structured interviews were conducted with students to explore their experiences using Wordwall. Meanwhile, questionnaires were distributed to assess students' interest levels, material comprehension, and habits in practicing Arabic using Wordwall. The collected data were analyzed using thematic analysis for observation and interview results, while questionnaire data were analyzed descriptively to illustrate students' interest levels, comprehension, and learning habits using Wordwall.

To ensure data validity, this study employed source triangulation by comparing data from observations, interviews, and questionnaires. Additionally, data validation was carried out through member checking, where interview results were confirmed with research participants to ensure the accuracy of data interpretation.



**Figure 1. Research Flow**

## **RESULTS AND DISCUSSION**

### **Results**

Based on the results of observations in the classroom, the use of Arabic Wordwall learning media has proven to have a significant impact on the learning process of students in understanding the material. Students are quicker and easier to grasp the material presented, especially related to vocabulary learning. At the same time, from the results of interviews with students, they feel happy and easier to learn Arabic vocabulary and Arabic language structure. Wordwall learning media can also be used independently by students, so they can apply it themselves easily in any place and time. Arabic language learning in this case becomes more efficient (Maghfirah & Sulaiman, 2022). On the other hand, Wordwall as a learning media provides a variety of interactive activities such as games, multiple choice, puzzles, and so on that are interesting, so this attracts students' interest in continuing to learn Arabic through this learning media (Bouzaiane & Youzbashi, 2024; Chandra & Kun, 2024).

This is evident from the results of the increase in interest, understanding of the material, and students' habituation in using Wordwall in learning Arabic. The results of this study can also be described in the following table.

### **Increased interest in learning Arabic**

The use of interactive Wordwall, especially through quizzes and educational games, showed a significant increase in students' learning interest.

**Table 1. Student Learning Interests**

Category	Before Using Wordwall
Very interested	15%
Interested	30%
Neutral	25%
Low interested	15%
Not interested	15%

From the table above, it can be seen that the percentage of students who are very interested increased from 15% to 45%, while those who are not interested became zero after using Wordwall.

### Understanding Vocabulary and Grammar

With its engaging visualizations, Wordwall improves students' understanding of vocabulary and grammar. The results of comprehension tests showed an increase in students' average scores after one semester of using Wordwall:

**Table 2. Student's Understanding**

Category	Before Using Wordwall	After Using Wordwall
Very understand	10%	35%
Understand	20%	40%
Somewhat understand	25%	10%
Low understand	25%	10%
Do not understand	20%	5%

After the use of the Wordwall, the "Very Understand" category increased from 10% to 35%, while the "Do Not Understand" category dropped to 5%.

### Formation of Language Habits

Wordwall also plays a role in improving students' Arabic language habits. Students feel more comfortable using Arabic actively in class and daily conversations.

**Table 3. Student Language Habits**

Category	Before Using Wordwall	After Using Wordwall
Using everyday Arabic	5%	25%
Discussing in Arabic in class	10%	30%
Practicing independently outside the classroom	15%	35%
Using only in the classroom	70%	10%

These data show that after the implementation of Wordwall, students who use Arabic daily increased from 5% to 25%, while those who only use the language in class decreased to 10%.

### Discussion

Language learning, particularly foreign languages such as Arabic, often encounters significant challenges related to student motivation and engagement. Recent studies have highlighted that one of the primary factors influencing the success of language acquisition is students' interest in the material being taught (Fitria et al., 2024). Traditional teaching methods, which often rely on lectures and rote memorization, tend to diminish student interest, especially when the material is perceived as difficult or disconnected from

their daily lives. This disconnect can lead to a lack of enthusiasm and motivation among students, ultimately hindering their ability to acquire the language effectively (Makruf & Barokah, 2023; Nechifor, 2024).

The findings of this study indicate that integrating interactive platforms such as Wordwall can significantly alter these patterns of interest and engagement. This aligns with Vygotsky's sociocultural theory, which emphasizes the importance of interactive learning environments in cognitive development (Haq, 2023). Vygotsky argued that learning is fundamentally a social process, and when students are actively engaged in their learning through interactive platforms, they are more likely to internalize new knowledge and skills.

The effectiveness of Wordwall in the learning process is evident from the results of this study, which show that it fosters an engaging and enjoyable atmosphere for Arabic language learning. Wordwall provides a variety of educational games and interactive quizzes that not only facilitate learning but also reinforce language habits (Hasram et al., 2021). This finding is consistent with recent research, which suggests that interactive learning media can reduce student boredom in classroom settings, as students become active participants in the learning process (Kinasih et al., 2024). By transforming the learning environment into one that is dynamic and interactive, Wordwall helps to maintain students' attention and interest, making the learning experience more enjoyable.

Moreover, recent studies highlight that gamification in learning can enhance intrinsic motivation by providing immediate feedback and rewarding engagement (Pamungkas et al., 2021). The gamified elements within Wordwall, such as points, badges, and leaderboards, create a sense of competition and achievement that motivates students to participate actively in their learning. This gamification aspect is crucial, as it taps into students' natural desire for achievement and recognition, thus fostering a more positive attitude toward language learning (Pimpuang & Yuttapongtada, 2023; Tiagarajah & Said, 2022).

The increased interest in using Wordwall for Arabic learning, coupled with a significant decrease in disinterest, suggests that students find it to be an effective and enjoyable tool (Makarova et al., 2024). This observation supports findings that indicate interactive learning media enhance students' enthusiasm for learning by transforming monotonous material into engaging experiences (Nissa & Renoningtyas, 2021). The gamified elements in Wordwall create an immersive learning environment, consistent with contemporary theories of intrinsic motivation, which posit that challenge, curiosity, and fantasy contribute to a learner's sustained engagement (Waluyo Hadi et al., 2024).

Furthermore, the study reveals that the use of Wordwall not only enhances motivation but also improves students' understanding of Arabic vocabulary and grammar. The interactive and visual nature of Wordwall strengthens students' memory retention, as evidenced by findings from recent research, which found that visualization in learning significantly enhances recall (Sari et al., 2019a). The dual-coding theory further supports this observation, explaining that combining visual and verbal information enhances cognitive processing and memory formation (Bakhtiar et al., 2024). By utilizing visual aids, interactive quizzes, and engaging games, Wordwall caters to various learning styles, allowing students to grasp complex concepts more easily.

The depth of understanding achieved through the use of Wordwall is also reflected in students' ability to apply vocabulary and grammar concepts in their daily contexts. Meaningful learning occurs when new knowledge is integrated with existing cognitive structures and applied in real-life situations (Suparlan, 2019). This study confirms that students who use Wordwall regularly demonstrate improved language application skills, reinforcing constructivist learning theories that emphasize the importance of active engagement and practical application in the learning process (Suryana et al., 2022).

Another significant advantage of Wordwall is its flexibility, which allows students to practice Arabic beyond the classroom. This fosters habitual language use, aligning with findings that effective language acquisition involves repeated and participatory practice (Amanda et al., 2023). Additionally, habitual exposure to language through interactive learning tools strengthens long-term retention and language fluency (Savira &



Gunawan, 2022). By encouraging students to engage with the language outside of formal lessons, Wordwall helps to create a more immersive learning experience, thereby enhancing overall language proficiency.

Additionally, the findings suggest that students' confidence in using Arabic increases through repeated practice with Wordwall. This observation is consistent with research indicating that students become more confident in speaking a foreign language when they actively engage in interactive learning methods (Suprayetno & Shahira, 2023). The positive reinforcement provided by Wordwall, through instant feedback and the ability to track progress, contributes to building students' self-efficacy in language use. Other studies also confirm that interactive learning media significantly contribute to the development of continuous language habits, further supporting the argument for integrating such tools into language curricula (Haptanti et al., 2024).

When compared to previous studies, this research reinforces existing findings while adding new insights into the specific role of Wordwall in Arabic language learning. While earlier studies have established the benefits of interactive learning media in general, this research provides empirical evidence on how Wordwall's specific features contribute to student engagement and comprehension. Unlike traditional gamification research that focuses on general motivation, this study highlights the direct impact of Wordwall on language retention and habitual usage, demonstrating its unique value in the educational landscape (Surur, 2022).

However, it is important to acknowledge that some findings contrast with previous research. For instance, while some studies emphasize the importance of verbal interaction in language acquisition, this study indicates that even game-based, non-verbal interaction within Wordwall significantly enhances learning outcomes. This suggests that interactive digital tools can complement traditional verbal engagement methods in language learning, providing educators with a broader range of strategies to foster student engagement and success (Haq, 2023).

The study also opens up discussions regarding the role of technology in education. The integration of digital tools like Wordwall signifies a shift from traditional pedagogical approaches to more innovative, student-centered learning experiences. This shift is crucial in the current digital era, where students are increasingly familiar with technology and digital platforms. By leveraging these tools, educators can create more relevant and engaging learning experiences that resonate with students' interests and preferences (Nissa & Renoningtyas, 2021).

In addition to enhancing motivation and comprehension, the use of Wordwall can also promote collaborative learning among students. The platform allows for group activities and competitions, which can foster a sense of community and teamwork. Collaborative learning has been shown to enhance critical thinking skills and improve social interaction among students, further enriching the educational experience (Hardyanti.T et al., 2021). This aspect of Wordwall aligns with contemporary theories of cooperative learning which posit that students learn better when they work together towards common goals.

Moreover, the flexibility of Wordwall extends beyond language learning; it can be adapted for various subjects and educational levels. This versatility makes it a valuable resource for educators across different disciplines. For instance, teachers can use Wordwall to create quizzes and interactive activities for subjects like mathematics, science, and history, thereby promoting a more integrated approach to education (Bakhtiar et al., 2024). Such adaptability can help educators meet the diverse needs of their students and enhance overall learning outcomes.

While the findings of this study are promising, it is essential to consider the potential limitations and challenges associated with the use of Wordwall. One significant limitation is the reliance on technology, which may not be accessible to all students. In some regions, students may face barriers such as lack of internet access, inadequate devices, or limited familiarity with digital tools. These challenges can create disparities in learning opportunities and outcomes. Therefore, it is crucial for educators to be aware of these

limitations and to seek alternative strategies to support all students, regardless of their technological access (Fitria et al., 2024).

Furthermore, the effectiveness of Wordwall may also depend on the teacher's ability to integrate the tool effectively into their teaching practices. While Wordwall offers a range of interactive features, teachers must be trained to use these tools effectively to maximize their benefits. Professional development opportunities should be provided to educators to ensure they are equipped with the necessary skills and knowledge to implement interactive learning strategies successfully (Kinasih et al., 2024).

Future research should explore the comparative effectiveness of multiple gamified platforms and their impact on different aspects of language learning. Longitudinal studies could provide insights into how the use of Wordwall and similar tools influences language acquisition over time. Additionally, research could investigate the experiences of students in different educational contexts, including rural versus urban settings, to better understand how various factors influence the effectiveness of interactive learning tools (Haptanti et al., 2024).

Henceforth, the use of Wordwall in Arabic language learning not only enhances student engagement but also improves comprehension and fosters habitual language use. By aligning with established learning theories and recent research, this study underscores the importance of integrating interactive and gamified learning tools in foreign language education. As educational technology continues to evolve, it is essential for educators to embrace innovative methods that cater to the diverse needs and preferences of students, ultimately creating a more effective and enjoyable learning experience.

Furthermore, the insights gained from this study can inform educational policy and curriculum development. By recognizing the potential of interactive learning tools like Wordwall, educational institutions can prioritize the integration of technology into their curricula, ensuring that students are equipped with the skills and knowledge necessary for success in the 21st century. This shift towards technology-enhanced learning can help bridge the gap between traditional teaching methods and the demands of modern education, ultimately preparing students for a rapidly changing world (Suryana et al., 2022).

In summary, the findings of this study highlight the transformative potential of interactive learning platforms in language education. By fostering engagement, enhancing comprehension, and promoting habitual language use, tools like Wordwall can play a pivotal role in shaping the future of language learning. As educators continue to explore and implement innovative teaching strategies, it is crucial to remain focused on the ultimate goal: to empower students to become confident, proficient, and enthusiastic language learners.

## CONCLUSION

The study of the Arabic language holds significant urgency within Indonesia's educational system, particularly in religious education. The research, which involved 250 beginner-level students, found that Wordwall effectively creates a more engaging and enjoyable learning environment. The data collected indicate a significant improvement in learning interest, vocabulary and grammar comprehension, as well as the habit of using Arabic in daily life. The use of Wordwall allows students to learn more independently and flexibly while incorporating gamification elements that boost learning motivation. Furthermore, this study supports interactive learning theories that emphasize the importance of active student engagement in the learning process. By providing a more dynamic and visual learning experience, Wordwall helps improve material retention and the practical application of the language in real-life contexts. Thus, this study confirms that the use of Wordwall in Arabic language learning not only enhances student engagement but also contributes to improved comprehension and language habits.

## THANK-YOU NOTE

The author would like to thank all participants who have contributed to this research. The greatest gratitude is conveyed to the Faculty of Sharia, Maulana Malik Ibrahim State Islamic University of Malang for providing the opportunity and full support for this research. The author would also like to thank his family and colleagues who have provided moral support and motivation during this research process. Hopefully the results of this research can provide benefits for the world of Arabic language education and be an inspiration for the development of innovative learning methods in the future.

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