



The Effectiveness of Utilizing Wordwall Educational Game Media in Al Quran Hadith Lessons to Enhance Student Motivation and Learning Outcomes

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ABSTRACT

This study aims to evaluate the effectiveness of using Wordwall educational game media in improving motivation and learning outcomes for grade VII students in the Al-Qur'an Hadith subject at MTsN 1 Bengkulu City. Employing an evaluation research design with a comparative approach, the study utilized a simple combination method. Data were gathered through observation, learning motivation questionnaires, learning outcome tests, and documentation. Data analysis compared motivation and learning outcomes before and after the use of Wordwall media. The findings indicated a significant increase in both student motivation and learning outcomes. The planning stage achieved an effectiveness level of 86.36%, showing that the integration of Wordwall educational game media into lesson planning was well-executed. During the implementation phase, the effectiveness reached 91.09%, with pre-motivation scores at 83.79% and post-motivation at 88.97%, reflecting a 5.18% improvement. Pretest learning outcomes were at 57.79% (classified as "quite effective"), while posttest results were 89.85% ("very effective"), marking a 32.06% increase. The study recommends that teachers and educational institutions incorporate Wordwall media as an effective strategy to enhance learning experiences and outcomes in Al-Qur'an Hadith education.

1. Introduction

Education is a planned effort to create an atmosphere of learning and the learning process that actively develops students' spiritual potential, religious strength, self-control, personality, noble character, and the necessary competencies for individuals and society. The purpose of national education, as stated in the National Education System Law (2003), is the development of student potential to become human beings who are faithful and devoted to God Almighty, have noble character,

are healthy, knowledgeable, skilled, creative, independent, and become democratic citizens with responsibility (Selinger & Cochrane, 2023).

To achieve these national educational goals, many aspects need to be considered, including teachers, curriculum, and learning media (Freeman & Williams, 2022). The curriculum, as regulated in Law No. 20 of 2003, is defined as a plan and arrangement for objectives, content, learning materials, and the methods used to guide the implementation of learning activities to achieve specific educational goals (Puentedura, 2020). Learning media functions to facilitate both teachers and students in understanding the material being taught. The selection of appropriate learning media is crucial to the smooth delivery of learning activities (Cohen & Matthews, 2020).

The use of technology in learning, especially educational game media, has become a focus to increase student motivation and academic achievement (Brown & Smith, 2018). Game-based learning utilizes technology to enhance interactivity and offers an enjoyable and educational approach for students (Darling-Hammond & Adamson, 2019). By integrating technology with game-based learning, education becomes more dynamic and relevant, accommodating various learning styles and motivating students to actively participate in the learning process (Alexander & Nguyen, 2017). The success of game-based learning can also be measured by its ability to promote the development of critical thinking skills and problem-solving abilities (Jonassen & Land, 2020).

One strategy that has emerged is the use of engaging learning media, such as the educational game Wordwall. Wordwall is a versatile online learning media platform that presents text, images, diagrams, animations, sounds, and videos in the form of games or quizzes, offering an interactive experience for students (Williams, 2021). This software is designed to be adaptable for different classroom settings and teaching styles, offering a wide variety of learning instruments (Zhang & Yang, 2025). Despite the availability of various educational technologies, many teachers still struggle to fully integrate these tools into their teaching practices. Challenges faced by educators include insufficient expertise in utilizing media and an unclear understanding of the criteria for selecting appropriate learning tools (Freeman & Williams, 2022). External challenges, such as limited access to media resources in schools and insufficient attention from educational authorities, also hinder the effective use of educational technology (Zhang & Yang, 2025).

In the context of Al-Qur'an Hadith education at MTsN 1 Bengkulu City, many students are still facing challenges in learning motivation and academic achievement. Students are often distracted by non-educational activities during learning hours, such as playing games on their mobile phones without permission. This leads to a decrease in focus, learning intensity, and motivation (Cohen & Matthews, 2020). Early observations indicate that students are not actively involved in the learning process, and the conventional teaching methods applied in the classroom are not as effective in engaging students (Puentedura, 2020). There is also a lack of competence among teachers in using educational game media like

Wordwall, which further affects student motivation and academic achievement (Brown & Smith, 2018).

This situation calls for the integration of engaging and effective learning media, such as Wordwall, in Al-Qur'an Hadith lessons. Wordwall has the potential to improve both student motivation and learning outcomes by offering an interactive, enjoyable, and efficient approach to learning (Selinger & Cochrane, 2023). Based on these considerations, the researcher is interested in studying the effectiveness of Wordwall as an educational game media in improving motivation and learning outcomes in Al-Qur'an Hadith lessons for grade VII students at MTsN 1 Bengkulu.

2. Methodology

This study employs an evaluation research design to assess the effectiveness of the educational game media Wordwall in the context of Al-Qur'an Hadith learning at MTsN 1 Bengkulu. Evaluation research is a systematic process of collecting and analyzing data to determine the value or effectiveness of a program or practice. It involves assessing both the outcomes and the methods used to implement the program. According to Widoyoko (2018), evaluation research seeks to understand whether a program achieves its intended goals and how effectively it is implemented, which is crucial for educational innovations. In this case, the research focuses on evaluating the impact of Wordwall in enhancing student motivation and learning outcomes in the Al-Qur'an Hadith subject.

The approach of this study combines both quantitative and qualitative methods. A comparative design was employed, where student motivation and learning outcomes before and after the use of Wordwall were measured using pre-tests and post-tests. According to Sugiyono (2019), combining quantitative and qualitative approaches provides a comprehensive understanding of both statistical and phenomenological data. The quantitative approach involved statistical analysis of test scores, while the qualitative approach explored the experiences and perceptions of students and teachers regarding the effectiveness of Wordwall in the learning process.

The study was conducted in the grade VII classes of MTsN 1 Bengkulu, located in Jl. Nangka Km 6, Kelurahan Panorama, Singaran Pati, Bengkulu City. The research took place over a one-month period, from March 17 to April 17, 2025. As stated by Arikunto (2010), the location of the research plays a significant role in understanding the context and ensuring that the findings can be generalized to similar educational settings. This specific timeframe was chosen to allow sufficient interaction with the educational media and provide an accurate measure of its impact on student motivation and learning.

Data collection was carried out using multiple methods, including observations, questionnaires, and documentation. The observation was conducted to assess the planning and implementation stages of the educational process, focusing on how

well the teachers integrated Wordwall into their teaching strategies. According to Miles and Huberman (2014), the combination of these data collection techniques ensures comprehensive insights into the teaching and learning process. Questionnaires were used to measure student motivation before and after the intervention, and learning outcomes were assessed through pre- and post-tests. The instruments for these activities were validated by expert reviewers, including faculty members from UINFAS Bengkulu, to ensure their relevance and clarity.

Data analysis was performed using descriptive statistics to analyze the results from the pre-tests and post-tests, as well as from the motivation questionnaires. Descriptive statistics, as discussed by Sugiyono (2013), allow for an understanding of the general trends in the data and provide a clear picture of the changes in student motivation and learning outcomes. The validity of the research instruments was tested by experts and refined based on their feedback. Triangulation was also applied to increase the validity of the data by comparing information from different sources, including students, teachers, and curriculum representatives. As noted by Creswell (2014), triangulation enhances the reliability and depth of the findings by incorporating multiple perspectives.

The effectiveness of the use of Wordwall educational game media was evaluated based on predefined criteria for motivation and learning outcomes. The criteria range from "Not Effective" to "Highly Effective," depending on the percentage improvement observed in the pre- and post-test scores and student motivation levels. The final evaluation determined that Wordwall significantly improved both student motivation and learning outcomes, as it was categorized as "Highly Effective" with scores exceeding 80%. This result aligns with previous studies by Rafiq et al. (2020), who found that game-based learning can be a highly effective tool in enhancing student engagement and academic performance. This study suggests that integrating educational game media like Wordwall into the curriculum can lead to a more engaging and effective learning environment, especially in subjects like Al-Qur'an Hadith, where motivation and active participation are key to success.

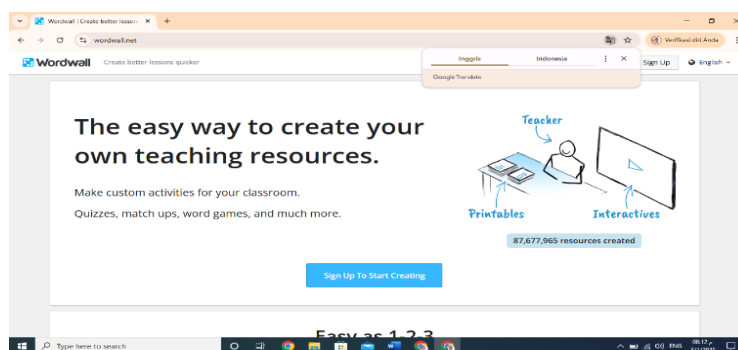
3. Results and Discussion

At the time of the study, the seventh-grade classroom at MTsN 1 Bengkulu demonstrated a heterogeneous learning environment, both in terms of student characteristics and academic abilities. The class consisted of 34 students—18 males and 16 females—representing diverse learning styles and varying levels of prior knowledge in Al-Qur'an Hadith. Overall, students exhibited a moderate level of learning enthusiasm, yet notable disparities existed in their academic performance, particularly for subjects requiring textual comprehension. Prior to the intervention, instructional activities relied predominantly on traditional methods such as lectures, question-and-answer sessions, and the use of textbooks and whiteboards. The limited integration of interactive media often led to reduced student engagement, with several students showing signs of passive participation and declining

motivation during lessons. These classroom conditions became an important rationale for introducing Wordwall as an educational game-based tool, expected to enhance students' motivation and learning outcomes through interactive and engaging activities.

Furthermore, the teacher responsible for the Al-Qur'an Hadith subject in this class was observed to be proactive and receptive to instructional innovations, although the use of digital media in teaching had not been fully optimized. Classroom facilities, including a functional LCD projector and stable internet access, supported the implementation of game-based learning. The seating arrangement allowed for flexible movement and collaborative learning, enabling both group and individual activities. Initial observations revealed that student participation tended to be low during conventional lessons, with only a small number of learners actively responding to teacher prompts or engaging in discussions. This passive engagement highlighted the need for a more dynamic learning environment. Consequently, Wordwall was selected as a potentially effective interactive platform, with its game-based features expected to stimulate student involvement, increase focus, and improve mastery of Al-Qur'an Hadith content.

The learning activities during data collection were carried out over two primary instructional sessions, following the structured steps outlined in the teaching module. At the beginning of the session, the teacher introduced the learning objectives and provided an orientation to the use of Wordwall as the main instructional media. During the core activities, students accessed Wordwall through links shared by the teacher and engaged in several game formats, including quizzes, match-up tasks, and word search exercises. Throughout this process, the researcher conducted systematic observations focusing on instructional delivery, student participation, interaction patterns, and the overall effectiveness of the media. Student motivation data were collected using pre- and post-motivation questionnaires, while learning achievement was assessed through pre-tests and post-tests administered before and after the intervention. Documentation in the form of photos and screenshots of Wordwall activities was also collected to support the analysis and strengthen the validity of the research findings. Figure 1 Educational Wordwall Game Utilized by the Researcher:



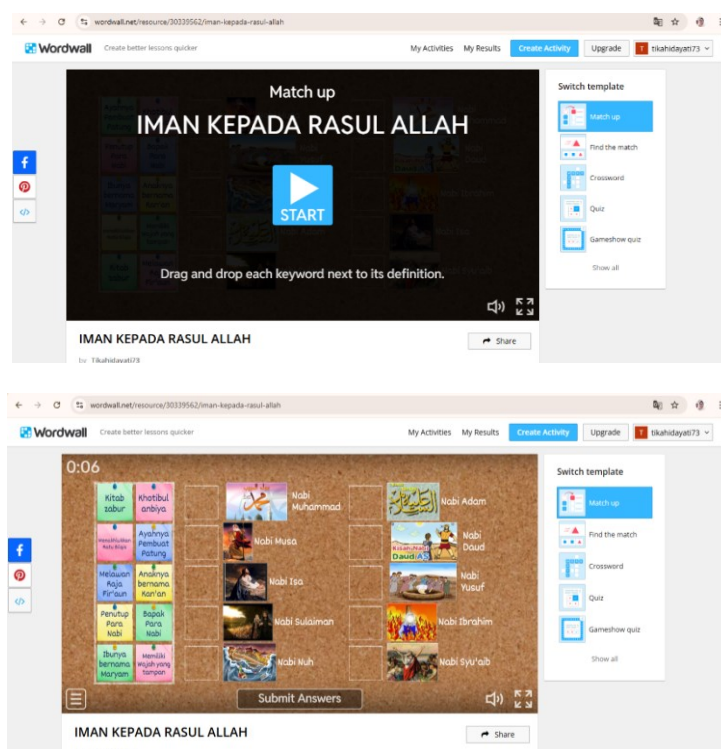


Figure 1. Educational Wordwall Game Utilized by the Researcher

Presentation of Quantitative Research Data

Data on the Planning of Learning Devices for the Utilization of the Educational Game Media Wordwall

The presentation of the research data is based on observations and analysis of the lesson plan or Teaching Module prepared by the teacher, utilizing a teaching instrument observation. This instrument consists of 15 components of the teaching module and 32 indicators that form the assessment aspects of the planning, covering essential components in a teaching module, ranging from general information to appendices. Each aspect is evaluated based on predetermined criteria, with an indicator of "Yes" given a score of 1 if the criteria are met, and "No" given a score of 0 if the criteria are not met. The data results show 29 indicators available and 3 indicators unavailable, with the following conversion:

$$P = f/n \times 100\%$$

$$P = 29/32 \times 100\%$$

The data from the planning observation of the teaching device or teaching module for the subject of Al-Qur'an Hadith was then converted into effectiveness percentages for the teaching devices as follows:

Table 1. Effectiveness Percentage Conversion of Teaching Module Observation Score

Achievement Level	Dimension	Qualification
0% - 20%	Planning level for the utilization of educational game media	Not effective
21% - 40%	Planning level for the utilization of educational game media	Less effective
41% - 60%	Planning level for the utilization of educational game media	Quite effective
61% - 80%	Planning level for the utilization of educational game media	Effective
81% - 100%	Planning level for the utilization of educational game media	Very effective

Based on the conversion result, the score meets the "Very Effective" criteria, indicating that the lesson planning with the utilization of Wordwall educational game media is highly effective.

Data on Learning Implementation

The presentation of data from the observation instrument in this study involves systematic information collection, conducted on April 17, 2025. The process includes direct observation of the teacher's competency in conducting the learning session. The utilization of Wordwall educational game media was carried out in class 7I, consisting of 34 students, where at the time of the research, the teacher had a schedule to teach in the class. The data obtained from the observation of the learning process from start to finish is presented as follows:

This instrument consists of 17 teacher competency components in carrying out the learning process with 47 indicators, covering essential components from opening to closing and reflecting on the learning activity, as well as providing feedback. Each aspect was evaluated based on a predefined rating scale, where 1 represents "poor," 2 represents "fair," 3 represents "good," and 4 represents "very good." The data results show that 17 indicators received a good score of 3, and 30 indicators received a very good score of 4. The total score obtained is 171, with a total possible score of 188. The result is then calculated into a percentage as follows:

$$P = 171/188 \times 100\% = 90.95\%$$

The results of the learning implementation observation on the teaching module for Al-Qur'an Hadith were then converted into effectiveness percentages for the teaching device as follows:

Table 2. Effectiveness Percentage Conversion of Teacher Competency Observation Score in Conducting Learning

Achievement Level	Dimension	Qualification
0% - 20%	Level of implementation for the utilization of educational game media	Not effective
21% - 40%	Level of implementation for the utilization of educational game media	Less effective
41% - 60%	Level of implementation for the utilization of educational game media	Quite effective
61% - 80%	Level of implementation for the utilization of educational game media	Effective
81% - 100%	Level of implementation for the utilization of educational game media	Very effective

Based on the conversion results, the score meets the "Very Effective" criteria, indicating that the teacher's competency in conducting the learning with the utilization of Wordwall educational game media is highly effective.

Presentation of Research Results

Motivation in Learning with the Utilization of Wordwall Educational Game Media

This research focuses on evaluating the results from the utilization of Wordwall media in the learning process of Al-Qur'an Hadith in class VII. Measurement of the results was conducted through two main indicators:

- 1) The increase in student motivation in learning.

The analysis shows that there is an increase in student motivation after the integration of Wordwall into the learning process. The data results from the motivation questionnaire are presented in the following table:

Table 3. Pre-Motivation and Post-Motivation Questionnaire Results

No	Student	Pre-Motivation Score	Post-Motivation Score
1	Student 1	92	118
2	Student 2	93	108

The total score for pre-motivation is 2981 and for post-motivation is 3630, yielding the following percentages:

$$P = 2981/4080 \times 100\% = 73.06\%$$

And for post-motivation :

$$P = 3630/4080 \times 100\% = 88.97\%$$

Table 4. Effectiveness Percentage Conversion of Pre-Motivation and Post-Motivation Questionnaire Scores

Achievement Level	Qualification
0% - 20%	Not effective
21% - 40%	Less effective
41% - 60%	Quite effective
61% - 80%	Effective
81% - 100%	Very effective

Based on the conversion results, the score meets the "Very Effective" criteria, indicating a significant increase in student motivation after the use of Wordwall educational game media.

2) The Increase in Student Learning Achievement

The increase in students' cognitive learning achievements was measured using pre-test and post-test results before and after the implementation of Wordwall media. Data analysis indicates that there was a substantial improvement in students' scores after utilizing Wordwall. The student learning achievement is presented in the following table:

Table 5. Pre-test and Post-test Learning Results Before and After the Utilization of Wordwall Educational Game Media

No	Student	Pre-test Score	Post-test Score
1	Student 1	50	85
2	Student 2	60	100

The pre-test total score is 1965, and the post-test total score is 3055. The pre-test percentage is:

$$P = 1965/3400 \times 100\% = 57.79\%$$

And for post-test percentage :

$$P = 3055/3400 \times 100\% = 89.85\%$$

Table 6. Effectiveness Percentage Conversion of Pre-test and Post-test Results

Achievement Level	Qualification
0% - 20%	Not effective
21% - 40%	Less effective
41% - 60%	Quite effective
61% - 80%	Effective
81% - 100%	Very effective

Based on the conversion results, the pre-test score of 57.79% meets the "Quite Effective" criteria, and the post-test score of 89.85% meets the "Very Effective" criteria. This demonstrates a learning achievement increase of 32.06%.

Discussion

This research aims to evaluate the effectiveness of using the Wordwall educational game media in enhancing student motivation and learning outcomes in the Al-Qur'an Hadith subject. Based on the data analysis, both from observations, questionnaires, and interviews, it was found that Wordwall significantly contributed to increasing students' motivation and learning outcomes. One of the main findings from this research is that the utilization of Wordwall educational game media effectively increased students' motivation. Interviews with students revealed that they felt more motivated and had higher aspirations for success in learning after using Wordwall. Classroom observations also showed an increase in student participation, with students being more active in asking questions and engaging in discussions about the material. This aligns with motivation theories, which suggest that an interactive and enjoyable learning environment can significantly increase student participation in the learning process.

In addition, the variation in game types offered by Wordwall, such as quizzes, matching, and word search, provided students with opportunities to engage with the material in different ways. The teacher also emphasized that these game types not only made the learning process more engaging but also helped students understand and retain the material better. Therefore, Wordwall was not only an effective learning tool but also a reliable assessment tool for measuring student comprehension of the material. From the relevance of the content perspective, the research results indicated that the content provided in Wordwall was highly relevant to the Al-Qur'an Hadith teaching material. Students felt that the game covered important topics within the Al-Qur'an and Hadith, enabling them to learn more effectively. The clarity of instructions in the Wordwall game was also a key factor that allowed students to participate without confusion. This emphasizes the importance of well-structured content and clear instructions in effective learning media.

The results of this research demonstrate that the utilization of Wordwall educational game media significantly enhanced students' motivation and learning outcomes. The game's visual appeal, ease of navigation, interactive features, positive student feedback, and adaptability to different learning styles contributed to an overall improvement in students' learning experiences. Based on these findings, Wordwall is highly recommended as an effective learning media for enhancing students' engagement and comprehension in the Al-Qur'an Hadith subject.

4. Conclusion

Based on the findings, it can be concluded that the use of Wordwall educational game media in the Al-Qur'an Hadith subject at MTsN 1 Kota Bengkulu has proven to be very effective in increasing student motivation and learning outcomes. The planning and implementation of the media in the teaching process scored 90.62% and 90.95%, respectively, which indicates a very effective level. The integration of Wordwall resulted in a significant improvement in both student motivation (increasing by 15.91%) and cognitive learning outcomes (increasing by 32.06%), reflecting its positive impact on the learning process.

The implications of this research are valuable for both teachers and curriculum developers. The planning for the utilization of Wordwall educational game media has been optimal, providing a strong foundation for innovative and effective teaching in the classroom. Teachers can implement better learning systems that enhance motivation and outcomes by incorporating Wordwall. This media has been shown to be an effective tool for making Al-Qur'an Hadith lessons more engaging and interactive, addressing the need to break from monotonous traditional teaching methods.

Furthermore, the study highlights the significance of using educational game media in creating a more inclusive and interactive learning environment. The positive response from students indicates that Wordwall, with its varied features, can cater to different learning styles, including visual, auditory, and kinesthetic. The successful integration of Wordwall in the Al-Qur'an Hadith lessons has not only improved student motivation but also fostered a more dynamic and enjoyable learning atmosphere, making it a recommended tool for enhancing the quality of education in religious subjects.

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