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## THE EFFECTIVENESS OF USING WORDWALL MEDIA IN INCREASING STUDENTS' INTEREST IN ISLAMIC CULTURAL HISTORY

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### ABSTRACT

This study aims to determine whether the use of Wordwall as a learning media is effective in increasing students' interest in learning Islamic Cultural History class XI MAN 2 Tasikmalaya City. This research is non-experimental quantitative research with survey research method. The population in this study was grade XI MAN 2 Kota Tasikmalaya consisting 55 students. The instrument used is a questionnaire. Data collection techniques used are observation, questionnaires, and documentation. The analysis technique uses product moment correlation at a significant level of 5%. The results showed that the learning process was more interactive and fun. From the results of simple linear regression analysis, it is known that the effect of Wordwall learning media (independent variable) on learning interest (dependent variable) is 34.7% and the remaining 0.653% is influenced by other dependent variables. So it can be drawn that the null hypothesis (H<sub>0</sub>) is rejected and (H<sub>a</sub>) is accepted. It can be concluded that the use of Wordwall media as a learning media is effective in increasing students' interest in learning subject of Islamic Cultural History Class XI MAN 2 Kota Tasikmalaya.

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## **1. INTRODUCTION**

Learning activity is a term that is closely related to education. Learning activities refer to interactions that involve educators (such as teachers, facilitators, or lecturers) and learners (either students, students, or trainees). This interaction is directed towards achieving the learning objectives that have been set. The main goal of teaching and learning activities is to improve students' knowledge, skills, attitudes, and competencies that are adjusted to the curriculum or material that has been arranged (Arif Mahya Fanny, 2019).

Islamic cultural history is one of the subjects or material taught in Indonesian curriculum, especially at the Madrasah Aliyah level. This history not only covers major events in Islamic civilization, but also describes the social, cultural, economic, and scientific developments that emerged in the civilization. By understanding the history of Islamic culture, students are expected to better appreciate the cultural heritage that has shaped the modern world, as well as foster a love for Islamic civilization (Zakariya, 2018).

Learning interest and teaching media are important for students to want to do activities in learning. Interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling you to. As according to (Ismet Basuki and Hariyanto, 2016). Based on the conceptual definition, interest is a desire formed through experience that encourages individuals to look for objects, concept activities and skills, for the purpose of getting attention or mastery.

In addition, teaching media are an important element in the teaching and learning process (Rofi', 2020). Teaching media are chosen in order to increase student interest in learning. The selection of appropriate learning methods needs to be considered so that the methods used are in accordance with the level of understanding, ability, thinking, psychological and social conditions of students. One of the functions of teaching media is to create learning conditions that allow students to gain ease in learning (Rohmah, 2017). Learning media also function to plan and implement learning learning outcomes. The use of appropriate teaching media can encourage the growth of student interest in learning so that the effectiveness and learning outcomes of students will also increase (Alabdulkareem, 2015). In addition, the use of appropriate learning media can also facilitate understanding for students in understanding lessons, thus enabling students to achieve the desired learning objectives. The success of a teaching process can be measured by the extent to which students can master the subject matter delivered by the teacher (Sitompul & Sihombing, 2018).

Based on preliminary observations at MAN 2 Kota Tasikmalaya, it was found that students' learning achievement in the subject of Islamic Cultural History is still relatively low. This can be seen from the average scores of daily tests and evaluation results that have not yet reached the Minimum Mastery Criteria (KKM). One of the contributing factors is that the learning process still relies on conventional methods, where teachers mainly use lectures and discussions without the support of interactive teaching media.

Previous studies have shown that the use of digital-based learning media can improve students' motivation and learning outcomes. For example, research conducted by (Vebrianto & Anwar, 2025) found that Wordwall media—a game-based learning

platform—can enhance student engagement and learning achievement in various subjects, including Islamic Education. However, no research has specifically examined the implementation of Wordwall media in teaching Islamic Cultural History at MAN 2 Kota Tasikmalaya.

Therefore, there exists a research gap between previous findings, which demonstrate the effectiveness of Wordwall, and the actual condition at MAN 2 Kota Tasikmalaya, where this media has not yet been utilized optimally in the SKI learning process. Thus, this study is important to investigate the effect of using Wordwall media on improving students' learning achievement in the subject of Islamic Cultural History at MAN 2 Kota Tasikmalaya.

One of the media used to overcome the problem of low student interest in learning is Wordwall media. Because Wordwall media is an interactive learning media. Interactive learning media is a tool or object that can provide convenience and can support the success of learning implementation. According to Irham Halik Wordwall is also a web application that is used to create fun test-based games. The purpose of using Wordwall media is to increase student access and interaction to the occurrence of accidental learning in understanding the learning material taught by the teacher. Teachers who are less skilled in the selection of learning models cause a lack of student interest in learning resulting in low student learning activities and outcomes.

The students' low interest in learning Islamic cultural history is due to the fact that the teacher has provided various learning media, but the media that the teacher has provided still cannot attract students' attention or cannot increase students' desire to learn. This results in decreased student interest in learning.

As a development effort in a more effective and varied teaching and learning process, it is necessary to utilize technology-based learning evaluation media in learning. Using technology-based learning media can streamline time. This means that teachers can simplify the problems and delivery of something new or even unfamiliar to students (Supriyono, 2018). Wordwall is a website that can be used as learning media, learning resources, and assessment tools for teachers and students. Wordwall media is expected to be able to increase student interest in learning so that the learning process does not tend to be monotonous, saturated and boring for students.

Based on the initial survey conducted by the author, there is an Islamic Cultural History teacher at MAN 2 Kota Tasikmalaya who has implemented Wordwall media in the implementation of learning. The teacher revealed that he had applied Wordwall media or other types of media in the implementation of learning in the classroom. This shows that the teacher at MAN 2 Tasikmalaya City is included in the teachers who are quite creative and innovative in carrying out the learning process. Through the use of the Wordwall application, students have the opportunity to learn in an interactive and fun way, thus increasing their interest in learning significantly. By involving technology in the learning process, it will help improve students' learning motivation and academic achievement in the subject of Islamic Cultural History.

## 2. RESEARCH METHODS

The study uses quantitative research. Quantitative research is a research approach that uses data in the form of numbers and exact science to answer the research hypothesis (Arikunto, 2013). The approach is using a non-experimental quantitative approach. Meanwhile, the method used is survey method. The data collection techniques used are observation, questionnaire and documentation techniques. The research subjects consisting 55 persons of 200 population.

The data is analysed by linear regression because it compares two variables between the effectiveness of word wall and learning interest. Moreover, Linear regression allows researchers to measure cause-and-effect relationships quantitatively, not just to observe the differences before and after the treatment.

## 3. RESULTS AND DISCUSSION

Based on data exposure and analysis results, in this discussion the researcher describes the research field findings and the results of hypothesis testing that have been carried out above to answer the context of the problems that have been formulated. This research proves the effectiveness of *Wordwall* as a learning media in increasing students' interest in learning Islamic Cultural History in class XI MAN 2 Kota Tasikmalaya. The research results are as follows:

### a. Learning Using *Wordwall* Media in Islamic Culture History

Learning media plays an important role in creating a pleasant and effective learning atmosphere. Learning media can be used to provide messages (learning materials) and attract students' attention, interest, thoughts and emotions to achieve learning goals. One of the interactive media that is currently widely used in the learning process is *Wordwall*. *Wordwall* is a digital platform that allows teachers to create various interactive activities such as quizzes, crosswords, matching and other educational games. The presence of this media is very potential in increasing students' interest in learning, especially in today's digital era (Resti, R., Wati, R. A., Ma'Arif, S., & Syarifuddin, 2024).

The students' interest development in learning through *Wordwall* can be explained through several aspects. First, *Wordwall* brings high *interactivity* in the learning process. Students are not only passive listeners, but also directly involved in answering questions, solving problems, and completing challenges in the form of interesting games. This active involvement makes students more focused and motivated to follow the learning.

Second, *Wordwall* is able to change the learning atmosphere to be more fun and not boring. Many students experience boredom in conventional one-way learning. With *Wordwall*, material that is initially considered difficult or boring can be packaged into an exciting activity and spur the spirit of learning. This indirectly increases students' interest and attention to the subject being studied.

Third, *Wordwall* provides a learning experience that matches the characteristics of 21<sup>st</sup> century students who are attached to technology. Students today tend to be more interested in things that are visual, fast, and interactive. *Wordwall* fulfills these needs by providing learning media that is easily accessible through digital devices such as laptops,

tablets, or smartphones, both inside and outside the classroom. To determine the use of *Wordwall* learning media on student learning at MAN 2 Kota Tasikmalaya, the quality of respondents' answers will be categorized into four parts, namely: Very good, good, bad, and very bad (Indriyani, I. D., 2024).

The following is a recapitulation of the results of data analysis per indicator of the student learning interest variable.

Recapitulation of Data Analysis Results Per Indicator of Variable X

No	Indicator	N	Maximal score	%	Categories
1.	Media is used with the principle of learning while playing	720	880	81,8	Very good
2.	Student Interest	530	660	80,3	Very good
3.	Can be used easily	533	660	80,7	Very good
4.	Feeling of pleasure	514	660	77,8	Very good
5.	Fosters memory skills	525	660	79,5	Very good
6.	Student creativity	535	660	81	Very good
7.	Appropriateness in learning	535	660	81	Very good
Total		3.892	4.840	80	Very good

Source: Results of questionnaire data processing learning motivation variables X Variable Interval

Category	Interval
Very good	72-88
Good	56-71,5
Poor	39-55
Very bad	22-38,5

Based on the results of the analysis in the table above, the *Wordwall* learning media variable (X) obtained the results of the Media indicator used with the principle of learning while playing in the excellent category (81.8), the existence of student interest in the excellent category (80.3), can be used easily learning media in the excellent category (80.7), the feeling of pleasure is in the excellent category (77.8), can foster memory ability is in the excellent category (79.5), the existence of student creativity is in the excellent category (81), the existence of suitability in learning is in the excellent category (81). So it can be concluded that the use of *Wordwall* media at MAN 2 Kota Tasikmalaya is in the excellent category (80%). This shows that *Wordwall* learning media can attract students' attention during Islamic cultural history learning takes place and is effective for use in learning.

From the results of the questionnaire filled out by students about *Wordwall* learning media, it was found that the learning atmosphere in the classroom became more fun,

students were more active in learning, made students more confident and made students more eager to take part in learning Islamic cultural history.

The results of this study are also relevant to other studies. One of them is research conducted by Arsal Mursalina. The results of the study proved that the use of *Wordwall web* media gave positive results on the learning interest of fourth grade students of SDN 61 Banda Aceh on the material of Indonesia's cultural wealth which showed a result of 87.5% with a very good category. *Wordwall* media can increase student learning interest in the material of the wealth of Indonesian culture in class IV SDN 61 Banda Aceh (Mursalina, 2024).

Based on the results of the study, it can be concluded that *Wordwall* media proved effective in increasing students' interest in learning. The use of *Wordwall* as an interactive learning media is able to create a learning atmosphere that is more fun, interesting, and not monotonous. Activities such as quizzes, games and challenges provided by *Wordwall* encourage students to be more actively involved in the learning process. In addition, the attractive visual display and varied interactive formats can stimulate students' curiosity and make the subject matter easier to understand. Therefore, *Wordwall* can be used as an alternative learning media that is innovative and able to increase students' interest and involvement in learning.

**b. Students' learning interest of Islamic Cultural History**

After carrying out the research, it can be concluded that the learning interest of class XI MAN 2 Tasikmalaya where to maintain students' interest in learning so that they are always interested in participating in learning, updates in learning media are always carried out by educators so that learning continues to run efficiently and effectively, enthusiastically and not monotonously. this opinion is also the same as (Supriyono, 2018) in his article on "The Importance of Learning Media to Increase Student Learning Interest" suggests one way for teachers to increase student interest in learning in class can be done by using interesting learning media. Learning media also has an important role so that it has a meaningful experience in learning.

The following are the results of the recapitulation of learning interest data from the learning questionnaire filled out by students as follows:

Recapitulation of Data Analysis Results Per Y Variable Indicator

No	Indicator	N	Max score	%	Category
1.	Attention	817	1045	78,1	Very good
2.	Willingness with heart	653	880	74,2	Very good
3.	Feeling the need	690	880	78,4	Very good
4.	Feels good	698	880	79,3	Very good
5.	Teaching materials and teacher attitude	494	660	74,8	Very good
6.	Participation	843	1100	76,6	Very good
Total		4.195	5.445	77	Very good

Source: Results of questionnaire data processing learning motivation variables Y

Variable Interval

Category	Interval
Very good	69-84
Good	53-68,25
Poor	37-52,5
Very bad	21-36,75

Based on the results of the analysis above, the student interest in learning variable (Y) obtained the results of indicators of student attention in the very good category (78.1%), the willingness with the heart is in the very good category (74.2), there is a need to learn in the very good category (78.4), the happy feeling is in the very good category (79.3), the existence of teaching materials and teacher attitudes are in the very good category (74.8), and the existence of student participation in learning is in the very good category (76.6). So it can be concluded that the level of student interest in learning in class XI MAN 2 Kota Tasikmalaya is very good with a percentage level (77%).

The data from the analysis above shows that the use of *Wordwall* media is able to increase the students' interest learning class XI MAN 2 Kota Tasikmalaya. This can be seen in the table above, where the average student interest in learning by using *Wordwall* media on the material "The Role of Islamic Figures After Independence" is categorized as very high.

The results of this study are also relevant to other studies. One of them is research conducted by Aرسال Mursalina. The results of the study proved that the use of *Wordwall* web media gave positive results on the learning interest of fourth grade students of SDN 61 Banda Aceh on the material of Indonesia's cultural wealth which showed a result of 84.08% with a very high category. *Wordwall* media can increase student learning interest in the material of the wealth of Indonesian culture in class IV SDN 61 Banda Aceh. (Arsal Mursalina: 2024)

### c. Effectiveness of Using *Wordwall* Media in Increasing Student Learning Interest

According to the research that has been carried out, it can be concluded that in the application of learning media using *Wordwall*, students show high enthusiasm during learning. They are very excited and happy because learning in class is more fun using *Wordwall* compared to using conventional media. This is due to *Wordwall's* ability to present interesting quizzes that can train students' memory, concentration, and cognitive skills. Their interest in following the *Wordwall* game is also encouraged by the *leaderboard*. The use of *Wordwall* learning media brings students directly to find solutions and provides opportunities for students to learn independently. The use of this media can change the paradigm of *teacher center* to *student center*.

## List of Testing Values for Experimental and Control Classes

Description	Experiment Class	Control Class
Number of Students	36	33
Highest Score	314	290
Lowest Score	254	230
Average	284	260

Based on the research results from the data analysis that the researchers conducted, a clear picture of the problems discussed in this study was obtained. Through the theories that have been discussed that *Wordwall* learning media is one of the effective factors in increasing students' interest in learning Islamic cultural history. This research was conducted using observation and questionnaire. Observations were made during the learning process using *Wordwall* learning media applied by the Islamic cultural history teacher of MAN 2 Kota Tasikmalaya. From the results of observations of student learning interest generated from the results of researcher observations obtained a score of student activeness during the learning process of Islamic cultural history using *Wordwall* learning media of 94.4%. The results of the research conducted show that the use of *Wordwall* learning media is effective in increasing interest in learning, this is evident from the results of the test given by the Islamic cultural history teacher showing that the experimental class using *Wordwall* learning media is better with an average total score of 284, compared to the control class without using *Wordwall* learning media by obtaining an average total score of 260. It can be concluded that the learning outcomes of grade XI students in learning Islamic Cultural History using *Wordwall* learning media show a significant increase compared to conventional learning methods using LKPD.

After going through observation then this research was carried out using a research instrument in the form of a questionnaire. The questionnaire contains *Wordwall* learning media and student learning interest in Islamic cultural history. The distribution of this questionnaire aims to determine the effectiveness of *Wordwall* learning media in increasing students' interest in learning Islamic Cultural History subjects.

Based on the results of the analysis above, it was found that the *Wordwall* learning media variable (X) and learning interest (Y) in class XI students of MAN 2 Kota Tasikmalaya. This is shown from the results of the *product moment* correlation analysis of 0.589 compared to *r* table at a significant level of 5% ( $df = n-2 = 55-2 = 53$ ) of 0.226, which is smaller than *r* table 0.226 ( $0.589 > 0.226$ ). So  $r_{count} > r_{table}$ , it can be concluded that the null hypothesis ( $H_0$ ) is rejected and ( $H_a$ ) is accepted

From the results of the *correlation* table output, the sig value. ( $2\text{-tailed} < 0.001$ )  $< 0.025$  then  $H_0$  is rejected, meaning that  $H_0$  is rejected so that it is concluded that there is a relationship / correlation between *Wordwall* learning media and student interest in learning class XI MAN 2 Tasikmalaya City. The correlation coefficient of 0.589 can be concluded that the correlation value is strong because how many in the range

of 0.59 to 0.80 based on the *product moment* interpretation table. From these results it can be said that there is a significant relationship between variable X and variable Y.

Based on the results of the analysis, it can be concluded that the use of *Wordwall* media is effective in increasing students' interest in learning Islamic cultural history at MAN 2 Kota Tasikmalaya.

#### 4. CONCLUSION

Based on the results of the research that has been conducted, the researcher concludes that:

1. The learning process using *Wordwall* media in the subject of Islamic culture history in class XI MAN 2 Kota Tasikmalaya, it can be concluded that the learning process runs more interactive and fun. *Wordwall* media succeeded in creating an active learning atmosphere because students were directly involved in quiz activities and educational games, this made students more focused and interested in the material presented. *Wordwall* media also helps teachers in facilitating the delivery of material and learning evaluation, because teachers can measure students' understanding directly through the quizzes given. In addition, *Wordwall* makes it easy for teachers to provide feedback quickly and interestingly. Students' interest in learning increases, seen from the results of observations and questionnaires show that most students feel more motivated to take part in Islamic cultural history lessons because *Wordwall* presents material in a more modern and interactive form.
2. The use of *Wordwall* media can increase student interest in learning seen from the observation sheet of student interest in learning shows a percentage of 94.4% with a very high category, and the questionnaire of student interest in learning based on the results of the analysis described from 55 respondents showed that the majority of respondents stated that the use of *Wordwall* learning media in the subject of Islamic Cultural History class XI MAN 2 Kota Tasikmalaya was in the "Very good" category with a percentage (80%) and for the questionnaire of learning interest was in the "Very good" category with a percentage (77%).
3. The use of *Wordwall* as a learning media is proven to be effective in increasing students' interest in learning in the subject of Islamic Culture History grade XI MAN 2 Kota Tasikmalaya . This is evidenced by the results of the correlation test that has been carried out by researchers showing that 0.598% compared to  $r_{table}$  at a significant level of 5% ( $df = n-2 = 53$ ) of 0.226. With  $r_{count} > r_{table}$  ( $0.589 > 0.226$ ). So  $r_{count} > r_{table}$ , it can be concluded that hypothesis  $H_0$  is rejected and  $H_a$  is accepted. With a significance value  $> 0.001$ . The significance value shows results less than 0.025, so  $H_0$  is rejected and  $H_a$  is accepted.

So it can be concluded that in accordance with the results of the above research, the use of *Wordwall* as a learning media is proven effective in increasing students' interest in learning in the subject of Islamic Cultural History class XI MAN 2 Kota Tasikmalaya.

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