



The Transformation of Wordwall as an Educational Tool: A Reconstruction of Effective Qurdis Learning

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ABSTRACT

Keywords:

Wordwall; Qurdis Learning; Digital Learning Media; Student Engagement

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This study aims to analyze the transformation of Wordwall learning media in Qurdis instruction and its impact on student engagement, motivation, and participation in learning. This research employed a qualitative case study design. Data were collected through observation, in-depth interviews, and documentation involving teachers, students, and school administrators. Data analysis was conducted using the Miles and Huberman interactive model, including data reduction, data display, and conclusion drawing. The findings reveal that the use of Wordwall transforms Qurdis learning into a more interactive, participatory, and enjoyable process. Students become more active in classroom activities, demonstrate higher motivation to learn, and show better understanding of the learning materials. Furthermore, the learning interaction shifts from a teacher-centered approach to a student-centered approach, encouraging greater student involvement in the learning process. The study implies that digital learning media can serve as an effective educational innovation to enhance the quality of Islamic education and support learning practices that are more responsive to technological developments and the needs of digital-age learners.

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INTRODUCTION

Digital transformation has significantly reshaped global education systems, including Islamic education contexts. The growing integration of technology in learning is not merely a trend but a societal necessity driven by the demands of the 21st century, where learners are expected to be active, critical, and digitally literate. The main point is that education systems must adapt to remain relevant. The reason behind this need is the mismatch between traditional instructional practices and students' digital learning habits. Evidence shows that learners today are more responsive to interactive and technology-based

environments, while conventional teaching still dominates many classrooms (Balalle, 2024; Zeybek & Saygi, 2024). Consequently, learning motivation and engagement tend to decline when instruction is not aligned with learner characteristics (Nadeem et al., 2023; Yu et al., 2024). Therefore, the conclusion is that integrating digital-based learning media is essential to improve educational quality and ensure meaningful learning experiences across disciplines, including religious education such as Qur'an and Hadith studies.

Despite rapid technological advancement, many educational institutions still face challenges in implementing interactive and student-centered learning. One major problem is the persistence of teacher-centered instruction that limits student participation and reduces learning motivation. This issue is particularly evident in subjects considered theoretical or content-heavy, such as Qur'an and Hadith (Qurdis). The root of the problem lies in the lack of innovative instructional media that can bridge the gap between learning content and student engagement. As a result, students often experience boredom, passive learning behavior, and low comprehension levels. Research indicates that low engagement is strongly associated with monotonous teaching strategies that fail to stimulate curiosity and interaction (Li et al., 2024; Lampropoulos & Sidiropoulos, 2024). Furthermore, insufficient integration of gamified learning tools limits opportunities for active participation (Oliveira et al., 2023; Jaramillo-Mediavilla et al., 2024). Therefore, the general problem highlights the urgent need for instructional innovation that can enhance motivation, participation, and learning effectiveness in religious education contexts.

In classroom practice, Qurdis learning is often characterized by conventional lecture-based instruction where teachers dominate the learning process while students act as passive recipients. This phenomenon results in limited interaction, reduced enthusiasm, and minimal student engagement during lessons. Observations in various educational settings indicate that students tend to lose focus quickly when learning materials are delivered without interactive support. Consequently, learning becomes monotonous and less meaningful for students. The absence of engaging learning media also affects students' ability to understand and retain information effectively. Studies have shown that when digital gamification tools are introduced, student behavior changes significantly, with increased participation and enthusiasm (Wardani et al., 2025; Maulidi & Cahyadi, 2024). Similarly, Wordwall-based learning environments have been proven to enhance student interaction and enjoyment in learning activities (Annisa et al., 2025; Brameswari, 2024). Therefore, the field phenomenon clearly demonstrates a gap between traditional instructional practices and the learning needs of modern students who require more interactive and engaging learning experiences.

Previous studies have extensively examined the effectiveness of gamification and Wordwall in improving student motivation and learning outcomes. Research findings consistently show that Wordwall enhances engagement, motivation, and academic performance across various subjects. For instance, studies report that students become more active and enthusiastic when learning incorporates game-based elements such as scores, challenges, and instant feedback (Afifah et al., 2025; Hayati & Said, 2025). Similarly, experimental and meta-analytic studies confirm that gamification significantly improves learning motivation and participation (Jaramillo-Mediavilla et al., 2024; Xu et al., 2025). In addition, Wordwall has been widely recognized as an effective digital tool in Islamic education contexts for increasing student interest and comprehension (Rahmah et al., 2024; Setiawan & Andrianto, 2024). These studies collectively highlight the positive impact of gamified learning environments. However, most of them focus primarily on cognitive outcomes and motivational aspects, without deeply exploring how learning processes are structurally transformed through digital media integration in religious education contexts.

Further studies also emphasize the theoretical foundation of gamification and its psychological impact on learners. Self-Determination Theory explains that gamified learning environments can enhance intrinsic motivation by fulfilling students' needs for autonomy, competence, and relatedness (Ryan & Deci, 2024; Li et al., 2024). Additionally, constructivist learning theory supports the idea that knowledge is actively built through interaction and engagement within learning environments (Syah et al., 2026; Yu et al., 2024). Despite these strong theoretical foundations, existing research still shows limitations. Most studies focus on general education contexts and quantitative outcomes, such as test scores or motivation levels, rather than examining deeper pedagogical transformation. Furthermore, there is limited research that specifically investigates how gamification tools like Wordwall reconstruct the learning process in Islamic subjects such as Qurdis. This gap indicates that further exploration is needed to understand how digital media not only improve outcomes but also reshape learning structures, interactions, and experiences in meaningful ways.

This study introduces a novel perspective by positioning Wordwall not merely as an instructional tool but as a transformative medium capable of reconstructing the entire learning process in Qurdis education. Unlike previous studies that primarily focus on motivation or learning outcomes, this research emphasizes the transformation of classroom interaction patterns, teacher roles, and student learning experiences. The novelty lies in the shift from viewing digital media as supplementary tools to understanding them as integral components that reshape pedagogical structures. This study also highlights how gamification elements such as feedback, competition, and interactive tasks

contribute to creating a dynamic, participatory, and meaningful learning environment. In addition, it offers a more holistic perspective by integrating cognitive, affective, and behavioral dimensions of learning. Therefore, the state of the art of this research lies in its ability to bridge the gap between digital learning innovation and pedagogical reconstruction in Islamic education contexts.

This study is based on the central problem of low student engagement and suboptimal learning effectiveness in Qurdis instruction, which is largely caused by conventional teaching approaches that do not align with students' learning characteristics. The main argument of this research is that integrating Wordwall as a gamified learning medium can reconstruct the learning process into a more interactive and student-centered model. The study proposes that learning effectiveness is not only determined by content delivery but also by the quality of interaction, motivation, and student experience within the classroom. Therefore, the use of Wordwall is expected to transform passive learning into active participation, enhance motivation through gamified feedback systems, and improve overall learning engagement. The contribution of this research lies in providing an empirical and conceptual understanding of how digital gamification can serve as a pedagogical reconstruction tool in Islamic education, offering practical implications for teachers and curriculum developers in designing more meaningful learning experiences.

RESEARCH METHODS

This study employs a qualitative research design using a case study approach. The qualitative design was selected because it enables an in-depth exploration of learning phenomena in their natural context, particularly in understanding how instructional transformation occurs in Qur'an and Hadith (Qurdis) learning. This approach is appropriate for capturing complex interactions between teachers, students, and learning media in real classroom settings. The use of a case study design allows the researcher to investigate a bounded system in detail and provide a holistic understanding of the learning process. This design is also supported by constructivist learning theory, which emphasizes that knowledge is constructed through social interaction and meaningful learning experiences (Syah et al., 2026; Yu et al., 2024). Therefore, this methodological approach is considered suitable for examining the transformation of Wordwall-based learning in enhancing student engagement and motivation.

The research was conducted at Madrasah Aliyah Nurul Yaqin in Paiton, Probolinggo. This location was chosen because Qurdis learning at the institution still reflects conventional teaching practices characterized by low student engagement and limited use of digital learning media. In addition, the school has begun integrating Wordwall as an innovative learning tool, making it a relevant

site for examining pedagogical transformation. The participants of this study included Qurdis teachers as the main informants, students as primary participants, as well as homeroom teachers and madrasah administrators as supporting informants. Data were collected through classroom observation, semi-structured interviews, and documentation of learning activities, teaching materials, and student learning outcomes. These techniques were applied to ensure comprehensive data coverage and align with previous findings that emphasize the importance of triangulation in capturing learning dynamics (Annisa et al., 2025; Rahmah et al., 2024).

Data analysis in this study followed the interactive model developed by Miles and Huberman, which consists of data condensation, data display, and conclusion drawing or verification. Data condensation involved selecting, simplifying, and focusing raw data obtained from field observations and interviews. Data display was conducted by organizing information into structured narratives and tables to identify patterns of student engagement, motivation, and learning transformation. Finally, conclusion drawing and verification were carried out continuously throughout the research process to ensure the credibility and validity of findings. To strengthen data trustworthiness, source triangulation, methodological triangulation, member checking, and peer discussion were employed. This analytical approach aligns with qualitative research standards and supports the reliability of findings in educational transformation studies involving digital gamification tools such as Wordwall (Li et al., 2024; Yu et al., 2024).

RESULTS AND DISCUSSION

Results

Based on the results of observations, interviews, and documentation conducted at Madrasah Aliyah Nurul Yaqin in Paiton, Probolinggo, it was found that the adoption of Wordwall as a learning tool has brought about significant changes in the effectiveness of Qurdis instruction. This transformation is not only evident in the use of technology in learning but also impacts changes in learning interaction patterns, student engagement levels, learning motivation, and students' learning experiences throughout the learning process. The use of Wordwall creates a more active, communicative, and participatory learning environment compared to the previously teacher-centered conventional learning approach.

Research results indicate that Qurdis instruction, which was previously considered monotonous, began to change when teachers utilized Wordwall as part of their instructional strategies. Students demonstrated higher levels of enthusiasm because the platform incorporates elements of games, challenges, and immediate feedback. Additionally, the use of Wordwall helps teachers present material in a more engaging and easily understandable manner.

The Transformation of Wordwall as a Learning Tool in Enhancing Student Engagement

The research findings indicate that the integration of Wordwall as a learning tool has a positive impact on increasing student engagement in Qurdis instruction. Prior to the use of Wordwall, the learning process tended to follow a conventional approach, with the teacher dominating the delivery of content, resulting in limited student participation and passive learning behavior. Students were mostly positioned as listeners during classroom instruction.

After the implementation of Wordwall, a clear change in classroom interaction patterns was observed. Students became more actively involved in learning activities such as answering quiz questions, competing in game-based tasks, and responding to interactive prompts displayed on the platform. Classroom atmosphere also became more dynamic, with students showing increased attention during learning sessions.

This was confirmed by an interview with a Qurdis teacher, who stated:

“Usually, during Qurdis lessons, many students are passive and simply listen to the teacher’s explanations. But after using Wordwall, students are more active in asking questions and competing to answer the questions that appear on the screen.” (Interview with a Qurdis Teacher, 2026).

In addition, observation results showed that students who previously tended to lose focus during learning activities began to show sustained attention and enthusiasm when Wordwall-based activities were introduced. Students also appeared more willing to participate voluntarily without being called by the teacher.

Students also expressed positive responses toward the learning process. One student stated:

“Lerning with Wordwall feels more fun because we can play while learning. So we don’t get bored as quickly as we usually do.” (Student A Interview, 2026).

Another student added that the learning process became easier to follow because the questions were presented in a game format, making it less stressful compared to traditional learning methods.

Furthermore, changes in students’ learning behavior were also observed by the homeroom teacher, who stated:

“I noticed the children becoming more enthusiastic during Qurdis sessions. They seemed more motivated than before.” (Interview with Homeroom Teacher, 2026).

The observation data also indicated that students showed increased interaction not only with the teacher but also with their peers during collaborative and competitive learning activities. Students were more willing to discuss answers and respond to questions collectively.

Overall, the findings from observations, interviews, and documentation consistently show that the use of Wordwall is associated with increased student engagement, higher participation levels, and more active involvement in Qurdis learning activities.

The Use of Wordwall in Boosting Student Motivation

The results of the study indicate that the use of Wordwall contributes to increased student motivation in Qurdis learning. After the implementation of Wordwall, students showed higher enthusiasm in participating in learning activities compared to conventional teaching methods. The learning process became more engaging, interactive, and challenging through the integration of game elements such as scores, challenges, and immediate feedback.

This was confirmed by an interview with Teacher Qurdis, who stated:

“When using Wordwall, students seem more enthusiastic about participating in class. Even students who usually pay less attention become actively involved because they are curious about the games provided.” (Interview with Teacher Qurdis, 2026).

Observation results showed that students were more focused during learning activities when Wordwall was used. They appeared more willing to complete tasks, respond to questions, and participate in game-based learning activities without being frequently prompted by the teacher.

Student motivation was also reflected in an interview with one student, who stated:

“With Wordwall, we’re more motivated to learn because there are challenges and our scores appear immediately. So we want to get the best score.” (Interview with Student B, 2026).

The research documentation shows that Wordwall displays student scores, completion time, and rankings immediately after completing the exercises.

Peringkat	Nama	Skor	Waktu
ke1	Ahmad Fauzan	5	24.0
ke2	Isatul Mawaroh	5	26.5
ke3	Nur Indah Putri Amelia	5	27.5

Siswa	Tanggal	Skor	Waktu
Ahmad Fauzan	12.01.2025	5	24.0
Isatul Mawaroh	12.01.2025	5	26.5
Nur Indah Putri Amelia	12.01.2025	5	27.5

Figure 1. Students' scores after completing the Qurdis questions using Wordwall.

Based on the documentation, the Wordwall platform provides real-time feedback in the form of scores and rankings after students complete learning activities. Students' results are displayed instantly, allowing them to directly observe their performance.

Furthermore, the Vice Principal for Curriculum stated:

“The use of digital media such as Wordwall greatly assists teachers in creating learning experiences that align with the characteristics of today's generation.” (Interview with the Vice Principal for Curriculum, 2026).

Observation during learning activities showed that students actively used smartphones to access Wordwall, worked on questions individually and in groups, and completed challenges provided by the teacher.



Figure 2. Students working on Qurdis questions using Wordwall.

Based on the documentation, students were observed actively engaging with Wordwall through smartphones during Qurdis learning activities. They focused on completing tasks, responding to questions, and participating in the learning process using the platform.

Overall, the findings from interviews, observations, and documentation indicate that the use of Wordwall is associated with increased student motivation, higher engagement in learning activities, and more active participation in Qurdis instruction.

Reconstructing Qurdis Learning through Wordwall

The research findings show that the use of Wordwall in Qurdis learning changed classroom activities from conventional instruction to more interactive learning. Before the implementation of Wordwall, learning was mainly conducted through teacher explanation, and students tended to listen and follow the lesson passively. After Wordwall was used, students participated more actively in learning activities such as answering questions, completing quizzes, and engaging in classroom tasks.

This change was also confirmed through interviews with the Qurdis teacher, who stated:

“With Wordwall, I don’t just explain the material; I also encourage students to understand the lesson content through games and discussions.” (Interview with Teacher Qurdis, 2026).

Students also expressed their experience during the learning process. One student stated:

“Learning Qurdis is now easier to understand because right after the explanation, there’s a quiz game, so we remember the material better.” (Interview with Student C, April 2026).

Another student stated:

“With Wordwall, we’re more motivated to learn because there are challenges and our scores appear immediately. So we want to get the best score.” (Interview with Student B, 2026).

The homeroom teacher also reported changes in student behavior during learning activities:

“The most noticeable change is that students have become more confident and are not afraid of making mistakes when answering questions.” (Homeroom Teacher Interview, April 2026).

Field observations showed that students were more active during learning sessions. They participated in answering questions, discussed tasks with peers, and responded to learning activities more frequently compared to conventional lessons. Teachers also provided more opportunities for students to take part in learning activities.

Table 1. Research Findings

Research Focus	Research Findings	Impact on Learning
Student Engagement	Students are more active in answering questions and participating in discussions	Learning becomes more interactive and participatory
Learning Motivation	Students are more enthusiastic and eager to participate in learning	Increased participation in learning activities
Redefining Learning	Teachers act as learning facilitators	Learning shifts to student-centered activities
Learning Experience	Learning feels more enjoyable	Students show reduced boredom in Qurdis learning

Based on Table 1, the findings show changes in student engagement, motivation, teacher roles, and learning experience after the use of Wordwall. Teachers who previously dominated learning activities now provide more opportunities for students to participate in classroom activities. Students also appear more engaged and active during learning sessions.



Figure 3. Qurdis Learning Transformation via Wordwall

The diagram shows changes in Qurdis learning after the implementation of Wordwall. Learning shifted from conventional instruction to interactive learning using Wordwall. Students became more involved in classroom activities, and learning sessions became more active compared to previous methods.

Discussion

The findings demonstrate that the transformation of Qurdis learning through Wordwall has significantly enhanced student engagement during the learning process. Students who were previously passive became more active in answering questions, participating in discussions, and responding to instructional activities. This finding aligns with studies by Annisa et al. (2025), Rahmah et al. (2024), and Wulandari and Iskarni (2026), which reported that Wordwall-based learning encourages active participation and creates a more interactive classroom environment. Similarly, research by Nadeem et al. (2023) and Balalle (2024) confirms that gamified digital learning environments positively influence student engagement because learners become directly involved in learning activities rather than merely receiving information from teachers.

The increase in student motivation found in this study can be explained through the gamification elements embedded in Wordwall, such as challenges, scores, rankings, and immediate feedback. These features stimulate students' curiosity and encourage them to actively complete learning tasks. This finding supports the studies of Hayati and Said (2025) and Munazzalurohmi et al. (2025), which found that Wordwall effectively increases learning motivation in Islamic and Arabic language education. Moreover, the results are consistent with the meta-analyses conducted by Li et al. (2024) and Xu et al. (2025), which concluded that gamification positively affects intrinsic motivation because it fulfills students' psychological needs for competence, autonomy, and achievement.

From a theoretical perspective, these findings can be interpreted through the lens of the Self-Determination Theory proposed by Ryan and Deci (2024). The immediate feedback and achievement features provided by Wordwall strengthen students' sense of competence, while the freedom to engage in learning activities through interactive games fosters autonomy. At the same time, collaborative and competitive activities create social interaction among students, supporting relatedness. Similar arguments were highlighted by Yu et al. (2024) and Lampropoulos and Sidiropoulos (2024), who emphasized that gamified learning environments promote stronger learner motivation and sustained participation through enhanced psychological engagement.

Another important finding is the reconstruction of the learning process from a teacher-centered approach toward a more student-centered learning environment. Teachers no longer function solely as knowledge transmitters but rather as facilitators who guide students through interactive learning experiences. This result is consistent with the findings of Sholikah (2024), Maulidi and Cahyadi (2024), and Ilma et al. (2024), which revealed that Wordwall supports active learning by providing opportunities for learners to construct knowledge independently. The finding is also in line with the social constructivist perspective of Syah et al. (2026), which emphasizes that learning occurs more effectively when students actively interact with content, peers, and learning tools.

The contribution of this study lies in extending previous Wordwall research beyond measuring learning outcomes and motivation alone. While earlier studies primarily focused on the effectiveness of Wordwall in improving achievement, vocabulary mastery, or learning interest (Afifah et al., 2025; Duque & Vega, 2025; Wardani et al., 2025), this study demonstrates how Wordwall functions as a medium for reconstructing Qurdis learning practices through changes in student engagement, motivation, classroom interaction, and teacher roles. Thus, the study provides a more holistic understanding of digital gamification in Islamic education contexts.

The novelty of this research is reflected in its conceptualization of Wordwall not merely as a technological learning aid but as a transformative pedagogical instrument that reshapes the learning ecosystem of Qurdis instruction. Unlike previous studies that focused on single variables such as motivation or learning outcomes, this study reveals the interconnected transformation of engagement, motivation, learning experiences, and instructional roles within a gamified Islamic education environment. Consequently, the findings contribute to the growing body of literature on digital transformation and gamification in Islamic Religious Education by offering an integrated perspective on how technology can facilitate meaningful learning reconstruction.

CONCLUSION

This study reveals that the most important finding is that the integration of Wordwall transforms Qurdis learning into a more interactive, engaging, and student-centered process, where students are actively involved in learning activities through games, discussions, and immediate feedback, thereby improving motivation, participation, and learning experience. The key lesson learned is that digital learning media, when aligned with the characteristics of the digital generation, can function not only as instructional tools but also as

instruments for reconstructing learning processes into more meaningful and active experiences. In terms of scholarly contribution, this study strengthens the literature on gamification in Islamic education by providing qualitative evidence that Wordwall reshapes learning interactions, teacher roles, and student engagement in Qurdis instruction, expanding previous findings on digital learning media effectiveness. However, this study is limited to a single research site with a relatively small number of informants and does not yet deeply explore affective and spiritual learning outcomes. Therefore, future research is recommended to employ broader samples, multiple research locations, and mixed-method or quantitative approaches to provide more generalizable and comprehensive insights into the role of gamification-based learning in Islamic education.

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