



Utilizing Wordwall Interactive Games for Evaluating Arabic Language Learning in Madrasah Tarbiyah Islamiah Bayur West Sumatra

***Ainun Mawaddah**

Universitas Islam Negeri Sunan Kalijaga Yogyakarta

Nasiruddin

Universitas Islam Negeri Sunan Kalijaga Yogyakarta

Alvian Iqbal Zahasfan

Universitas Islam Negeri Syarif Hidayatullah Jakarta

Kurnia Ningsih

Universite Mohammed V Rabat Marocco

***Correspondence :** 23204021016@student.uin-suka.ac.id

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Abstract

Islamic boarding schools are known as places of religious learning where most of them are technologically literate. Islamic boarding schools in Indonesia should follow technological developments and implement them in learning, especially in learning Arabic. Apparently not with PP MTI Bayur in West Sumatra which uses the gamesto wordwall website to evaluate Arabic language learning. The aim of this research is to describe the use of the gamesto wall-wall in evaluating Arabic language learning at the Trabiyah Islamiah Bayur Islamic Boarding School, West Sumatra. This research uses a qualitative approach with a descriptive analysis method. Researchers used research tools in the form of interviews with Arabic teachers and learning documents, then analyzed using the Miles Huberman technique. The research results show that the use of Wordwall Interactive Games increases student interest and involvement in the learning process. Students feel more interested and motivated to learn Arabic through this interactive media. Teachers also feel helped by this application because it makes it easier to prepare questions and analyze evaluation results. However, some technical challenges such as internet connection and device availability still need to be overcome. In conclusion, Wordwall Interactive Games is an effective and innovative evaluation media to improve the quality of Arabic language learning at MTI Bayur, with full support from the school and parents.

Keywords : wordwall gamesto, evaluation media, arabic language learning, interactive media

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A. Introduction

Education is an important foundation for individual and societal development.¹ In Indonesia, education plays a crucial role in shaping the character and intellectual abilities of students. One important aspect of education is language learning, including Arabic, which is taught in various madrasas and Islamic boarding schools.² Madrasah Tarbiyah Islamiah Bayur, West Sumatra, is one of the educational institutions that emphasizes the importance of learning Arabic as part of its curriculum. As time goes by, learning methods and media in madrasas also need to undergo innovation to remain relevant and effective.

Learning media are tools or tools used by teachers to convey lesson material to students in a more interesting and easy to understand manner.³ Using appropriate media can increase students' interest in learning and make it easier for them to understand the material being taught. In the context of learning Arabic, effective learning media is very necessary to help students master this language well. Learning evaluation is an assessment process carried out to determine the extent to which learning objectives have been achieved. This evaluation is important to measure student competence, determine strengths and weaknesses in the learning process, and provide constructive feedback for teachers and students.⁴ Appropriate evaluation methods will provide an accurate picture of student learning progress and the effectiveness of the learning methods used. Islamic boarding schools as traditional Islamic educational institutions have an important role in developing students' religious knowledge and morality.

However, to remain relevant and effective in educating the younger generation in the modern era, Islamic boarding schools need to adopt learning methods and media that are in line with technological developments. Islamic boarding schools cannot only rely on traditional methods, but must also integrate information technology in their learning process. In this way, Islamic boarding schools can provide education that is comprehensive and in line with the demands of the times. One technology that can be used is Wordwall, an interactive platform that provides various kinds of educational games that can be used as a learning evaluation medium. Wordwall allows teachers to create quizzes, puzzles, and various other interactive activities that can be adapted to the lesson material.⁵ The

¹ Vasiliki Kioupi dan Nikolaos Voulvoulis, "Education for Sustainable Development: A Systemic Framework for Connecting the SDGs to Educational Outcomes," *Sustainability* 11, no. 21 (2 November 2019): 6104, <https://doi.org/10.3390/su11216104>.

² Eka Fitria Fidayani dan Farikh Marzuki Ammar, "The Use of Azhari Curriculum in Arabic Language Learning at Islamic Boarding School," *Nazhruna: Jurnal Pendidikan Islam* 6, no. 1 (9 Januari 2023): 25–45, <https://doi.org/10.31538/nzh.v6i1.2866>.

³ Rani Darmayanti dkk., "Digital comic learning media based on character values on students' critical thinking in solving mathematical problems in terms of learning styles," *Al-Jabar: Jurnal Pendidikan Matematika* 13, no. 1 (17 Juni 2022): 49–66, <https://doi.org/10.24042/ajpm.v13i1.11680>.

⁴ Kati Immonen dkk., "Assessment of Nursing Students' Competence in Clinical Practice: A Systematic Review of Reviews," *International Journal of Nursing Studies* 100 (Desember 2019): 103414, <https://doi.org/10.1016/j.ijnurstu.2019.103414>.

⁵ Fika Nanda Putri dan Mohammad Rofiq, "The Effectiveness of the Team Quiz Learning Model Incorporating Wordwall in PKn Learning in Islamic Elementary Schools," *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme* 5, no. 1 (17 Mei 2023): 627–46, <https://doi.org/10.37680/scaffolding.v5i1.2619>.

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use of Wordwall as a medium for evaluating Arabic language learning at Madrasah Tarbiyah Islamiah Bayur is expected to increase students' interest and motivation in learning, as well as provide a more interesting and enjoyable evaluation experience.

Previous research shows that the use of digital media in learning Arabic can increase students' interest and understanding. This study observed the use of the Wordwall application, especially the Quiz-Gameshow feature, among seventh grade students at MTsN Jember and found that this media helped them prepare, implement and evaluate learning well. As a result, the majority of students gave positive responses, showing increased interest, retention, and ease in learning Arabic through Wordwall.⁶ Then the second previous research used the Wordwall application as an educational game-based learning medium to determine its effectiveness in improving Arabic vocabulary mastery in class VIII students. The results showed that there was a significant difference between pretest and posttest scores, with higher posttest scores indicating a significant increase in vocabulary mastery. The Wordwall application has also proven to be quite effective in increasing students' enjoyment, interest, enthusiasm and motivation in learning Arabic vocabulary.⁷

Previous research explored the potential of interactive educational games as additional material in learning English vocabulary for ESL students in Malaysia, especially in Negeri Sembilan. This study found that use of WordWall (WOW) as a vocabulary learning aid resulted in significant improvements in students' vocabulary scores, with sizable effects in the behavioral sciences. These findings indicate that the integration of online games can be an important guide for elementary school teachers in developing students' English vocabulary learning.⁸ The three previous studies show that the use of the Wordwall application as an interactive learning medium is effective in increasing students' vocabulary mastery and motivation in various languages. This technology integration has been proven to improve learning outcomes significantly. Based on these findings, the next research aims to describe the use of Wordwall as an Arabic language learning evaluation tool at the Tarbiyah Islamiah Bayur Islamic Boarding School, West Sumatra, in order to determine its effectiveness in different contexts.

This research is important to conduct to evaluate the effectiveness of using Wordwall as a medium for evaluating Arabic language learning at Madrasah Tarbiyah Islamiah Bayur, West Sumatra. By using qualitative methods and descriptive analysis, this research will reveal how Wordwall can assist in the learning evaluation process and have a positive impact on student learning

⁶ Zeiburhanus Saleh dkk., "Implementation of Quiz-Gameshow in Arabic Language Learning With Wordwall Application-Based Media Escaping the Arabic Learning Routines: A Study on the Use of Wordwall Application-Based Media for Learning," dalam *Proceedings of the 2nd Annual Conference of Islamic Education 2023 (ACIE 2023)*, ed. oleh Depict Pristine Adi dkk., vol. 809, Advances in Social Science, Education and Humanities Research (Paris: Atlantis Press SARL, 2023), 90–98, https://doi.org/10.2991/978-2-38476-182-1_17.

⁷ Abdul Aziz Fakhruddin, Mochammad Firdaus, dan Lailatul Mauludiyah, "Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junior High School Students," *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 2 (25 Oktober 2021): 217, <https://doi.org/10.29240/jba.v5i2.2773>.

⁸ Syafiqah Hasram dkk., "The Effects of WordWall Online Games (WOW) on English Language Vocabulary Learning Among Year 5 Pupils," *Theory and Practice in Language Studies* 11, no. 9 (1 September 2021): 1059–66, <https://doi.org/10.17507/tpls.1109.11>.

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outcomes. It is hoped that the results of this research can contribute to the development of more innovative learning methods and media in Islamic boarding schools and madrasas. This research aims to describe the use of Wordwall as a medium for evaluating Arabic language learning at Madrasah Tarbiyah Islamiah Bayur, as well as providing recommendations for increasing the use of technology in evaluating learning in Islamic boarding schools and madrasas.

This research uses a qualitative approach with descriptive analysis methods. Data was collected through observation, interviews and documentation studies. Participants in this research were Arabic language teachers and students at Madrasah Tarbiyah Islamiah Bayur. The data obtained was analyzed descriptively to provide an in-depth picture of the use of Wordwall as a medium for evaluating Arabic language learning. Through this research, it is hoped that solutions can be found to increase the effectiveness of learning and evaluation in madrasas and Islamic boarding schools, so that they can produce graduates who are competent and ready to face the challenges of the times.

B. Method

This research uses a qualitative descriptive analysis methodology. This qualitative descriptive research aims to describe how Wordwall Interactive Games are used as an evaluation medium in Arabic language learning at Madrasah Tarbiyah Islamiah Bayur, West Sumatra. The data sources in this research were obtained through interviews and documentation.⁹ Interviews were conducted with several Arabic language teachers who teach at Madrasah Tarbiyah Islamiah Bayur to obtain in-depth information regarding the use of Wordwall Interactive Games in learning evaluation activities. The documentation used includes learning implementation plans (RPP), student evaluation results, as well as documentation of the use of Wordwall-based learning media in class.

Data analysis in this research uses the Miles and Huberman interactive analysis model, which includes three main stages¹⁰: data reduction, data presentation, and drawing conclusions. Data reduction is carried out by sorting and simplifying data obtained from interviews and documentation. The data is presented in the form of descriptive narratives, tables and graphs to facilitate understanding and interpretation. The final stage is drawing conclusions and verifying data, where the researcher makes conclusions from the data that has been analyzed and re-checks the validity of these conclusions.

Data triangulation in this research was carried out using source triangulation and method triangulation.¹¹ Source triangulation involved interviews with several Arabic teachers at Madrasah Tarbiyah Islamiah Bayur, so that the information

⁹ Rebecca S. Natow, "The Use of Triangulation in Qualitative Studies Employing Elite Interviews," *Qualitative Research* 20, no. 2 (April 2020): 160–73, <https://doi.org/10.1177/1468794119830077>.

¹⁰ Lili Sururi Asipi, Utami Rosalina, dan Dwi Nopiyadi, "The Analysis of Reading Habits Using Miles and Huberman Interactive Model to Empower Students' Literacy at IPB Cirebon," *International Journal of Education and Humanities* 2, no. 3 (7 Agustus 2022): 117–25, <https://doi.org/10.58557/ijeh.v2i3.98>.

¹¹ Jillian Farquhar, Nicolette Michels, dan Julie Robson, "Triangulation in Industrial Qualitative Case Study Research: Widening the Scope," *Industrial Marketing Management* 87 (Mei 2020): 160–70, <https://doi.org/10.1016/j.indmarman.2020.02.001>.

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obtained did not only come from one teacher. Meanwhile, method triangulation was carried out by combining data from interviews and documentation to get a more comprehensive picture of the use of Wordwall Interactive Games as an evaluation medium. By using this method, it is hoped that this research can provide a clear and in-depth picture of the effectiveness of using Wordwall Interactive Games in evaluating Arabic language learning. It is hoped that the results of this research can become a reference for other Arabic language teachers in implementing innovative and effective interactive learning media.

C. Findings and Discussion

General Description of Madrasah Tarbiyah Islamiah Bayur

Madrasah Tarbiyah Islamiyah Bayur, abbreviated as MTI Bayur, is an Islamic boarding school located in Bayur, Agam, West Sumatra. This educational institution has a long and deep history that began with the efforts of a great scholar, Sheikh Muhammad Salim Bayur. Sheikh Muhammad Salim, a Naqshbandiyah cleric and leading figure in the Islamic Tarbiyah Association, founded MTI Bayur with a vision to develop Islamic education that is firmly rooted in the Islamic classical scientific tradition.¹²

The history of MTI Bayur began in 1915 when Sheikh Salim returned from Mecca after completing his education in there. He started by opening a recitation hall in Bayur, a teaching system which then developed rapidly. In 1928, along with the conversion of several Old Man halls in Minangkabau into madrasas, Sheikh Salim together with Buya H. Sulthani Abdullah Dt. Rajo Dubalang, who at that time served as chairman of the Islamic Tarbiyah Association, founded MTI Bayur on May 5 1930. To strengthen his Islamic boarding school, Sheikh Sulaiman ar-Rasuli sent several students from MTI Canduang to Bayur to help Sheikh Salim, including Buya H. Muhammad Taher Dt. Rajo Endah is the first alumni to teach at MTI Bayur.¹³

In 1980, MTI Bayur experienced difficult times with a shortage of students and teachers.¹⁴ This caused several yellow book subjects, which were the core of the traditional Islamic boarding school curriculum, to be eliminated. At the same time, MTI Bayur majored in social studies as a result of government policy which required school departments to adapt to nearby state schools. However, in 2007, MTI Bayur returned to its roots by returning the religion major as the main focus of its education. Subjects that were removed, such as balagah and dates, are being taught again, showing this institution's commitment to maintaining Islamic scientific traditions.

The study program at MTI Bayur follows the same model as MTI Canduang and other MTIs, namely the Tarbiyah program which lasts for seven years.¹⁵ This program is accompanied by the Tsanawiyah program in classes II-IV Tarbiyah and Aliyah in classes V-VII Tarbiyah. The curriculum used is a combination of the yellow books curriculum, which are classical Islamic texts, with the curriculum from the

¹² https://p2k.stekom.ac.id/ensiklopedia/Madrasah_Tarbiyah_Islamiyah_Bayur

¹³ STEM PENDIDIKAN PONDOK PESANTR dkk., "PROGRAM PENELITIAN PENDIDIKAN," 2010.

¹⁴ Putri Meldia Absharini Kardena, "The The Teacher's EFL Practice in Implementing ELT Curriculum," *JADEs Journal of Academia in English Education* 3, no. 1 (30 Juni 2022): 17–36, <https://doi.org/10.32505/jades.v3i1.4269>.

¹⁵ Absharini Kardena.

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Ministry of Religion of the Republic of Indonesia. This combination ensures that students receive a balanced education between in-depth religious knowledge and relevant general knowledge.¹⁶

MTI Bayur is also known as one of the Islamic boarding schools in West Sumatra that studies astronomy, namely the science of calculating the positions of celestial objects. This adds to the intellectual richness and uniqueness of the curriculum taught at this Islamic boarding school. This study of astronomy shows that MTI Bayur does not only focus on traditional religious sciences but also opens itself to scientific knowledge that is relevant to the needs of Muslims. The development and adaptation of MTI Bayur to changing times shows the flexibility and resilience of this institution. Even though it has faced challenges, MTI Bayur has succeeded in maintaining and returning its focus to religious education. Support from the community and alumni also plays an important role in the revival of MTI Bayur as an influential educational institution.

The importance of MTI Bayur in the context of Islamic education in West Sumatra cannot be separated from the role of its founding figures. Sheikh Muhammad Salim Bayur and Buya H. Sulthani Abdullah Dt. Rajo Dubalang has laid a strong foundation for the development of this Islamic boarding school. Their hard work and dedication as well as that of the teachers and students throughout the history of this Islamic boarding school have shaped MTI Bayur into a respected and recognized institution. MTI Bayur also functions as a cultural and religious center in Bayur and its surroundings. Teaching at this Islamic boarding school does not only focus on academic aspects but also on building the character and spirituality of the students. The Islamic values taught here are an important foundation in the lives of alumni, many of whom have become community figures and religious leaders in various regions.¹⁷

Implementation of Wordwall Interactive Games in Evaluation of Arabic Language Learning

Preparation and planning

Preparation and planning for the use of Wordwall Interactive Games as a medium for evaluating Arabic language learning at MTI Bayur involves several important stages. The first step is that teachers must understand the concepts and features offered by the Wordwall application.¹⁸ This understanding can be obtained through training or workshops organized by the school, or attended independently by the teacher. This training aims to enable teachers to utilize all application features, such as creating interactive quizzes, managing time, and processing evaluation results. With good understanding, teachers can optimize the use of Wordwall in the evaluation process.

¹⁶ Muhammad Riduan Harahap dan M Syukri Azwar Lubis, "Strategies For Defending The Yellow Islamic Classic Book Tradition in Madrasah Al Washliyah," *Edukasi Islami: Jurnal Pendidikan Islam* 12, no. 04 (2023).

¹⁷ M Nopriyasman, "PARIWISATA SUMATERA BARAT DALAM BINGKAI SEJARAH DAN BUDAYA," t.t.

¹⁸ Yoza Agrullina dkk., "Development of Learning Media Assisted by Wordwall on the Material of Exponent for Phase E Students," *Mosharafa: Jurnal Pendidikan Matematika* 12, no. 4 (30 Oktober 2023): 853–64, <https://doi.org/10.31980/mosharafa.v12i4.1197>.

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After understanding how the application works, teachers need to identify basic competencies and learning objectives which will be measured through evaluation using Wordwall. These basic competencies must be in accordance with the curriculum established by the Ministry of Religion of the Republic of Indonesia, as well as paying attention to the special needs of the Arabic language study program at MTI Bayur. By designing questions that are relevant and on target, teachers can ensure that the evaluation carried out through Wordwall supports the achievement of learning objectives, both from cognitive, affective and psychomotor aspects. The selection of the type of game or quiz in Wordwall must also be adapted to the Arabic language material being taught, so that students can practice and be evaluated effectively.

The next step is to ensure technical readiness before carrying out the evaluation. Teachers need to test the application to ensure accessibility on the devices used by students, both offline and online. In addition, teachers must prepare appropriate evaluation scenarios, whether carried out individually or in groups. The implementation time must also be considered so that the evaluation runs according to schedule and does not interfere with other learning processes. With careful and planned preparation, evaluation of Arabic language learning using Wordwall at MTI Bayur can be effective, interesting, and able to increase student involvement in the learning process.

Preparation and planning for the use of Wordwall Interactive Games as a medium for evaluating Arabic language learning at MTI Bayur involves several important stages that must be considered carefully. The first step that needs to be taken is a teacher's in-depth understanding of the concepts and features offered by Wordwall. This understanding can be obtained through initial training or workshops that can be held by the school, or teachers can independently take part in online training. This training aims to enable teachers to make maximum use of the Wordwall application, including how to create and manage evaluation content according to learning needs.

After understanding the application, the next stage is for teachers to identify basic competencies and goals learning which will be evaluated using Wordwall. These basic competencies must be in line with the curriculum established by the Ministry of Religion of the Republic of Indonesia, as well as paying attention to the special needs of the study program at MTI Bayur. By identifying these competencies, teachers can design evaluation questions or games that are relevant and support the achievement of learning objectives. The selection of the type of game or quiz in Wordwall also needs to be adjusted to the Arabic language material being taught, so that the evaluation results can reflect students' overall understanding.

Finally, before the evaluation session begins, the teacher needs to carry out a trial to ensure that the Wordwall application runs well and according to plan. This trial includes ensuring the accessibility of the application on the devices that will be used by students, both in class and online. Teachers also need to prepare evaluation scenarios, whether carried out individually or in groups, and ensure that the implementation time is in accordance with the learning schedule. With careful preparation, evaluation using Wordwall can be more effective, not only in

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measuring student competency, but also in increasing interest in learning through an interactive and fun approach.

Teachers must also prepare teaching materials that will be integrated with Wordwall.¹⁹ This may involve adapting existing materials or creating new materials that better suit the interactive format of the Wordwall. This material must be arranged in such a way that it is interesting and easy for students to understand, remembering that the use of interactive media aims to increase students' interest and motivation to learn. It is also important to test the application before it is fully implemented in the classroom. This trial can be done with a small group of students to get initial feedback on the effectiveness and ease of use of Wordwall. From this trial, teachers can make improvements or adjustments before the application is used on a larger scale.

Apart from technical preparation, logistical aspects such as the availability of devices (computers or tablets) and a stable internet connection must also be ensured. MTI Bayur must ensure that every student has adequate access to use Wordwall without significant technical obstacles. This requires coordination with the school and possibly support from parents. Coordination between teachers is also important in this planning stage. Arabic Language teachers at MTI Bayur need to share their experiences and best strategies in using Wordwall, as well as discuss the challenges they may face and how to overcome them. This can be done through regular meetings or online discussion forums. Finally, there is also a need for regular evaluation and adjustments to the use of Wordwall. Teachers should continue to monitor the effectiveness of this application and make changes if necessary. This evaluation can be done through direct observation in class, as well as through feedback from students and the results of their evaluations. With careful preparation and planning, it is hoped that the use of Wordwall Interactive Games can run smoothly and provide maximum benefits in evaluating Arabic language learning at MTI Bayur.

Classroom Implementation

The implementation of the use of Wordwall Interactive Games in the MTI Bayur Arabic language class begins with introducing the application to students. The teacher explains how to use Wordwall, including how to access games, answer questions, and utilize the interactive features available. This introduction is important to ensure all students feel comfortable and ready to use the application. After the introduction, the teacher can start the evaluation session with the games that have been prepared. Usually, teachers will start with an example or short exercise so students can try and understand how the application works. During this practice session, the teacher monitors and helps students who experience technical or conceptual difficulties.

¹⁹ Diyah Mahfiroh dan Aji Heru Muslim, "DEVELOPMENT OF INTERACTIVE E-BOOK TEACHING MATERIALS BASED ON LOCAL WISDOM USING WORDWALL EDUCATIONAL GAMES," *Journal of Educational Learning and Innovation (ELIA)* 3, no. 2 (14 September 2023): 284–302, <https://doi.org/10.46229/elia.v3i2.723>.

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Figure 1. Implementation of learning using wordwall

Evaluation sessions using Wordwall can be carried out individually or in groups, depending on the learning objectives and needs. If done individually, each student works on the game on their own device.²⁰ This allows teachers to measure each student's understanding and abilities more accurately. If done as a group, students can work together in teams to answer questions on Wordwall. This not only helps in academic evaluation but also develops collaborative and communication skills among students. The teacher facilitates discussions and provides guidance if necessary.

Evaluation sessions using Wordwall can be carried out individually or in groups²¹, depending on the learning objectives and student needs. If carried out individually, each student works on the Wordwall game or quiz using their own device. This approach allows teachers to measure each student's understanding and abilities more accurately²², because the evaluation results will reflect the student's abilities without the influence of his peers. In addition, individual evaluations help teachers identify students who need further attention or guidance.

On the other hand, group evaluations allow students to work together in teams to answer questions provided via Wordwall. With this method, apart from evaluating academic knowledge, students are also invited to develop collaboration and communication skills. Students can discuss, share ideas, and find solutions together, which can improve their understanding of the subject matter. In addition, group evaluations often create a more fun and interactive learning atmosphere, which can increase students' learning motivation.

²⁰ Daniel Ari Widhiatama dan Catharina Brameswari, "The Effectiveness of Wordwall in Enhancing Students' Engagement and Motivation in Literature Classes," *International Journal of Linguistics, Literature and Translation* 7, no. 4 (1 April 2024): 15–24, <https://doi.org/10.32996/ijlft.2024.7.4.3>.

²¹ Unik Hanifah Salsabila dkk., "The use of Wordwall as an Evaluation Medium for Deaf Children at SLBN 1 Kulon Progo," *Journal of Digital Learning and Education* 3, no. 3 (29 Desember 2023): 218–25, <https://doi.org/10.52562/jdle.v3i3.962>.

²² Prayoga Ade Saputra dan Farikh Marzuki Ammar, "Assessing Pedagogical Competence of Arabic Teachers: A Case Study of SDIT Permata Mulia Mojokerto," *Indonesian Journal of Islamic Studies* 11, no. 2 (20 Juni 2023), <https://doi.org/10.21070/ijis.v11i2.1667>.

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In group evaluation sessions, the teacher's role is very important as a facilitator.²³ Teachers can guide discussions, provide appropriate direction, and ensure that each student actively participates in the evaluation process. In addition, teachers can also intervene when discussions require additional clarification or direction. Thus, evaluation using Wordwall not only functions as a tool for measuring student abilities, but also as a comprehensive learning tool, both in terms of academics and developing social skills.

During implementation, teachers continue to monitor student performance through the analytical features provided by Wordwall. This feature allows teachers to view results in real-time and identify areas that need improvement. Teachers can provide direct feedback to students, both individually and in groups. Teachers must also be flexible in dealing with technical problems that may arise. An unstable internet connection or a device that is not working properly can be a challenge. Therefore, teachers must be prepared with a backup plan, such as using alternative materials or other evaluation methods if necessary.

Student interaction and involvement during evaluation sessions is very important.²⁴ Teachers need to ensure that all students are actively involved and not just a few dominant students. This can be achieved by managing class dynamics and providing opportunities for each student to participate. After the evaluation session is complete, the teacher collects the evaluation data and analyzes it. This analysis involves looking at patterns of answers, identifying common errors, and evaluating the game's effectiveness in achieving learning goals. The results of this analysis are then used to plan the next learning steps.

Evaluation of the use of Wordwall does not stop in the classroom. Teachers should hold discussions with students to get feedback regarding their experience using the application. This feedback is very valuable for further improvement and development. Effective implementation of Wordwall Interactive Games in the classroom requires readiness and adaptability from teachers as well as full support from students and the school. With good implementation, Wordwall can be an effective and fun evaluation tool in learning Arabic at MTI Bayur.

D. Conclusion

Madrasah Tarbiyah Islamiyah (MTI) Bayur, is an Islamic boarding school located in Bayur, Agam, West Sumatra. Founded by Sheikh Muhammad Salim Bayur, a Naqsyabandiyah cleric and figure of the Islamic Tarbiyah Association, MTI Bayur has a rich and long history. Started in 1915 after Sheikh Salim returned from Mecca, MTI Bayur initially functioned as a recitation hall. Over time, this halakah developed into a madrasa in 1928, with its official establishment on May 5 1930 on the initiative of Sheikh Salim and Buya H. Sulthani Abdullah Dt. Rajo Dubalang. MTI Bayur experienced challenges in 1980 with a shortage of students and teachers, which forced several yellow book subjects to be eliminated. However, in 2007, MTI

²³ Ela Sjølie, Alex Strømme, dan Juliette Boks-Vlemmix, "Team-Skills Training and Real-Time Facilitation as a Means for Developing Student Teachers' Learning of Collaboration," *Teaching and Teacher Education* 107 (November 2021): 103477, <https://doi.org/10.1016/j.tate.2021.103477>.

²⁴ Jaana Isohätälä, Piia Näykki, dan Sanna Järvelä, "Cognitive and Socio-Emotional Interaction in Collaborative Learning: Exploring Fluctuations in Students' Participation," *Scandinavian Journal of Educational Research* 64, no. 6 (18 September 2020): 831–51, <https://doi.org/10.1080/00313831.2019.1623310>.

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Bayur refocused on the religion department and returned traditional subjects such as balagah and dates.

In-depth understanding of the use of Wordwall Interactive Games as a medium for evaluating Arabic language learning at MTI Bayur. The implementation of this application shows a positive impact in increasing student interest and involvement in the learning process. The research results show that students responded positively to the use of Wordwall, feeling more motivated and interested in learning Arabic through this interactive media. Teachers also benefit from this tool, because it makes it easier to prepare evaluation questions and analyze the results. Discussion of the research results highlights the importance of careful preparation and planning in adopting technology in the learning process. This preparation includes training for teachers, preparing teaching materials that are in accordance with the curriculum, as well as ensuring the availability of adequate technical infrastructure such as devices and internet connections. In addition, implementing evaluations in the classroom emphasizes active interaction between teachers and students, as well as the use of analytical features to measure student learning progress in real-time. The results of the evaluation are then used as a basis for further improvement and development in the learning process at MTI Bayur.

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