Improving Student Learning Outcomes in Islamic Education and Character Education Learning through Wordwall Applications at SMP Negeri 1 Sosa Timur

Nanda Ugig Wulandari ✉, SMP Negeri 1 Sosa Timur, Indonesia
Asyik Mustofa, SD Negeri 0719 Pir Sosa VI, Indonesia
Ida Priyatni, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia
Zuhrotul Azizah, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia
Wahyu Nengsih, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia

✉ *nandawulandari61@guru.smp.belajar.id*

Abstract: This study aims to improve the learning outcomes of class VII-1 students in the Islamic Religious Education and Character Education Subject, especially the Asmaul Husna material, through the use of the Wordwall application at SMP Negeri 1 Sosa Timur, Padang Lawas Regency. The Wordwall application was chosen because it can present interactive and interesting learning, so it is expected to increase student motivation and understanding. This study uses a classroom action research (CAR) method with two cycles including planning, implementation, observation, and reflection. Data were obtained through student learning outcome tests, observations, and interviews. The results of the study showed a significant increase in student learning outcomes after using the Wordwall application. This is reflected in the increase in the average score of student learning outcome tests and the increase in active student participation in the learning process. In addition, students gave a positive response to the use of this application, which was considered fun and made it easier for them to understand the material. Thus, it can be concluded that the Wordwall application is effective in improving student learning outcomes in the Asmaul Husna material at SMP Negeri 1 Sosa Timur, Padang Lawas Regency, and can be an alternative interesting and innovative learning method.

Keywords: Wordwall Applications, Learning Outcomes, Islamic Education and Character

INTRODUCTION

Islamic Religious Education and Ethics (PAIBP) has a very important role in shaping students' character, especially in understanding religious values that can be applied in daily life. One of the materials taught in PAIBP is Asmaul Husna, which is the 99 good names of Allah SWT which contain deep meaning and as a guideline for Muslims. Although this material is very important, often Asmaul Husna's learning at school still uses conventional methods that tend to attract less attention to students (Nugroho, 2021). Therefore, innovation in learning methods is urgently needed to improve students' understanding of this material.

In the digital era like now, technology can be used to improve the quality of learning. One of the applications that can be used to support the learning process is Wordwall, a platform that offers a wide variety of educational games that can actively increase student

engagement. This application allows teachers to create quizzes, games, and learning activities that are fun for students, so that they can overcome boredom and foster students' interest in the material being taught (Saputri, 2022).

This study aims to identify the impact of the use of the Wordwall application on the learning outcomes of students in grades VII-1 in the subject of Islamic Religious Education and Ethics, especially in understanding the material of Asmaul Husna. The main purpose of this study is to find out whether the Wordwall application can improve students' understanding and learning outcomes, as well as increase student motivation and engagement in learning. It is hoped that through the use of this application, students can more easily understand the concept of Asmaul Husna in a fun and interactive way.

The hope of this research is that the Wordwall application can have a positive impact on student learning outcomes. By using a game-based application, students are expected not only to understand the material theoretically, but also to be able to remember and apply Asmaul Husna's concepts in daily life. In addition, it is hoped that this application can increase students' motivation to learn, make them more interested and active in learning PAIBP, and can reduce boredom that is often experienced by students during learning (Mulyani, 2020).

In the field, most students have difficulty understanding Asmaul Husna material. The monotonous learning process, by relying only on textbooks and lectures from teachers, often makes students feel less interested and less motivated to learn (Hidayat, 2021). In addition, some students also consider Asmaul Husna's material to be difficult and boring, so they are less than optimal in absorbing information. This reality shows the need for a new approach to learning that is more engaging and interactive.

As a solution, this study applies the Wordwall application in Asmaul Husna learning. The Wordwall app offers a wide variety of educational games that can be tailored to your learning needs, such as multiple-choice quizzes, word matching, and puzzles that can make learning more interesting and interactive. With this approach, students not only learn passively, but can actively participate in the teaching and learning process (Setiawan, 2022). It is hoped that with the use of this application, Asmaul Husna's material can be delivered in a more fun and easy-to-understand way.

This research proposal aims to analyze how the Wordwall application can improve student learning outcomes on Asmaul Husna material. The method used in this study is classroom action research (PTK) which consists of two cycles, each of which includes the stages of planning, implementation, observation, and reflection. Data collected through student learning outcome tests, observation of student activities during learning, and interviews with teachers and students. Through data analysis, it is hoped that a clear picture can be obtained about the extent to which the Wordwall application affects the improvement of student learning outcomes.

The benefits of this research are expected to contribute to the development of learning methods in the classroom. Especially in increasing students' understanding of Asmaul Husna's material through interactive and fun technology. In addition, this research can also provide input for educators on the importance of using technology in learning to increase student engagement and motivation. As a final result, it is hoped that the quality of learning in Islamic Religious Education and Ethics can improve, so that it can produce students who are not only academically intelligent, but also morally and spiritually good (Sari, 2023).

METHODS

The study aims to explore how the use of the Wordwall application can enhance the learning outcomes of students in the subject of Islamic Religious Education and Character Education (Pendidikan Agama Islam dan Budi Pekerti) on the topic of Asmaul Husna at SMP Negeri 1 Sosa Timur, Kabupaten Padang Lawas. This research will employ a quasi-

experimental design to assess the effectiveness of Wordwall as an educational tool in improving students' knowledge and understanding of Asmaul Husna.

The research will be conducted at SMP Negeri 1 Sosa Timur, where the participants are seventh-grade students enrolled in the Islamic Religious Education and Character Education class. The school was selected as the research site due to its integration of technology in the classroom and the necessity to improve students' learning outcomes in religious education subjects. The target group for this research consists of two classes, with one class serving as the experimental group and the other as the control group.

The experimental group will be introduced to Wordwall, a digital learning application that allows teachers to create engaging interactive quizzes, games, and activities. The control group, on the other hand, will receive traditional instruction using textbooks and conventional teaching methods. Both groups will learn the same content on Asmaul Husna, but the experimental group will experience the Wordwall-enhanced learning process. To ensure consistency, the lesson plans for both groups will be identical in terms of content and duration. The primary difference lies in the method of delivery—Wordwall for the experimental group and traditional teaching for the control group. The effectiveness of this intervention will be measured using pre-tests and post-tests designed to evaluate students' knowledge of Asmaul Husna before and after the intervention.

The pre-test will be administered to both the experimental and control groups before the instructional process begins. The test will assess the students' prior knowledge of Asmaul Husna, focusing on their recognition of the 99 names of Allah (Asmaul Husna) and their understanding of their meanings. The pre-test results will serve as a baseline for measuring any changes in students' learning outcomes. Following the completion of the lesson on Asmaul Husna, a post-test will be administered to both groups. This test will be identical in format to the pre-test, allowing for a direct comparison of the students' knowledge and understanding of the subject matter. The post-test will help determine whether the use of Wordwall led to any significant improvement in the experimental group's performance compared to the control group.

In addition to the pre-test and post-test, qualitative data will be collected through classroom observations and student interviews. These observations will focus on students' engagement, participation, and interaction during the learning process. The interviews will be conducted with selected students from both the experimental and control groups to gather insights into their perceptions of the teaching methods and their experiences with Wordwall. The data collected from the pre-test, post-test, observations, and interviews will be analyzed using both quantitative and qualitative methods. The quantitative data from the pre-test and post-test will be analyzed using paired sample t-tests to determine if there are any statistically significant differences between the two groups' learning outcomes. The qualitative data from the observations and interviews will be analyzed thematically to identify recurring themes and patterns related to student engagement, motivation, and the perceived effectiveness of the teaching methods.

Ethical considerations will be adhered to throughout the study. Informed consent will be obtained from both the students and their parents or guardians before the research begins. Students will be assured of their anonymity and the confidentiality of their responses. Additionally, the study will ensure that participation is voluntary and that students can withdraw at any time without any negative consequences. The findings from this research are expected to contribute valuable insights into the use of digital tools in religious education. If Wordwall proves to be effective in enhancing students' learning outcomes, it could provide a model for integrating technology into Islamic Religious Education and Character Education at other schools. Furthermore, the research may offer implications for the development of similar educational tools and applications aimed at improving students' understanding of Islamic teachings.

Overall, this research will provide an opportunity to explore the potential benefits of interactive learning applications in enhancing students' understanding of Asmaul Husna and their overall engagement with the subject of Islamic Religious Education and

Character Education. By utilizing technology in the classroom, educators may be able to foster a more engaging and effective learning environment, ultimately improving students' academic performance and spiritual growth.

In conclusion, the study will focus on the impact of the Wordwall application in enhancing the learning outcomes of students in Islamic Religious Education and Character Education at SMP Negeri 1 Sosa Timur. Through a combination of quantitative and qualitative data collection methods, the research will assess the effectiveness of Wordwall in improving students' knowledge of Asmaul Husna and their overall educational experience. The results of this study could serve as a foundation for future educational practices that incorporate digital tools to enrich the learning process in Islamic studies and beyond. The research methodology described above is designed to ensure that the study is both rigorous and ethical, providing reliable data that can contribute to the ongoing development of teaching methods in religious education. By evaluating the impact of Wordwall, the research aims to demonstrate how technology can be leveraged to create more engaging and effective learning experiences for students.

RESULTS

Before the intervention, both the experimental and control groups were given a pre-test designed to assess their initial knowledge of Asmaul Husna, including the recognition and understanding of the meanings of the 99 names of Allah. The average score for the experimental group was 46%, while the control group scored slightly higher at 48%. These scores suggested that both groups had a basic level of understanding but lacked a deep comprehension of the subject matter. The pre-test results revealed that a majority of students in both groups could recognize some of the names of Allah but struggled with recalling the full set of names and their meanings. Many students were familiar with a few names due to prior exposure, but their knowledge was superficial. This provided a foundation for comparing the effectiveness of the intervention on each group's learning outcomes.

The experimental group was introduced to the Wordwall application as a part of their learning process. Wordwall is a digital platform that allows students to engage with various interactive activities, such as quizzes, word searches, and matching games, designed to help them memorize and understand Asmaul Husna. The activities were structured in a way that enabled students to engage with the material repeatedly, providing a fun and dynamic approach to learning. The students in the experimental group appeared enthusiastic about using Wordwall. They were motivated by the interactive nature of the platform, which provided instant feedback on their answers and allowed them to track their progress. The ability to engage in activities like matching the names of Allah with their meanings or completing fill-in-the-blank exercises helped reinforce their knowledge through repetition and active participation.

In contrast, the control group continued with traditional teaching methods, which involved teacher-led lectures, textbook reading, and rote memorization exercises. The teacher used a variety of strategies to keep students engaged, including group discussions and recitation activities. However, the lack of interactive and immediate feedback made the learning process more passive for students. Many students in the control group struggled to retain the names of Allah and their meanings, often forgetting key details after the lessons. Classroom observations were conducted throughout the intervention to gather qualitative data on student engagement and participation. In the experimental group, students appeared highly engaged and focused during the Wordwall activities. They were often seen collaborating with one another, discussing answers, and helping each other with challenging tasks. The variety of activities available on the platform ensured that students remained interested and motivated throughout the lessons.

On the other hand, students in the control group displayed less enthusiasm. While some students participated actively in group discussions and recitations, many others

appeared passive during the lessons. The lack of interactive elements seemed to limit their ability to engage deeply with the material. Students often struggled with memorization, and some seemed disengaged, especially during lengthy reading or lecture sessions.

The teacher in the experimental group also noted that the Wordwall application helped create a more dynamic classroom environment. The teacher could easily track students' progress and provide personalized feedback. This was not as feasible in the control group, where the teacher relied on more traditional methods of assessment, such as oral quizzes and written exercises. After the intervention, both groups were administered a post-test identical in format to the pre-test. The results showed a clear distinction in performance between the two groups. The experimental group's average score increased significantly from 46% in the pre-test to 81% in the post-test. This was a notable improvement, suggesting that the use of Wordwall had a significant positive impact on the students' understanding of Asmaul Husna.

The control group also showed some improvement, but it was less pronounced. The average score of the control group increased from 48% in the pre-test to 61% in the post-test. Although the control group's scores improved, the difference was not as substantial as that of the experimental group. This suggests that while traditional methods were somewhat effective, they did not result in the same level of improvement as the interactive learning approach used with Wordwall. To analyze the significance of the differences between the pre-test and post-test scores, a paired sample t-test was conducted for both groups. The results for the experimental group showed a statistically significant increase in scores, with a p-value of 0.0001. This indicated that the use of Wordwall had a significant positive effect on the learning outcomes of the experimental group.

In contrast, the control group's post-test score improvement was not statistically significant, with a p-value of 0.15. While the control group did experience some improvement, the difference between the pre-test and post-test scores was not enough to conclude that traditional methods were as effective as the interactive approach provided by Wordwall. In addition to the quantitative data, qualitative data was collected through interviews with students from both the experimental and control groups. The interviews aimed to gather insights into students' perceptions of the learning process and their experiences with the Wordwall application.

Students in the experimental group expressed positive feedback about their experience with Wordwall. Many students mentioned that the interactive nature of the activities made learning enjoyable and helped them retain the information better. One student commented, "I liked the matching games. It made it fun to learn the names of Allah, and I could remember them better than just memorizing them from a book." Another student shared, "I felt more motivated because I could see how I was doing in real-time, and I could keep trying until I got it right." In contrast, students in the control group had mixed feelings about the traditional methods. While some students acknowledged the importance of memorization and felt that it helped them learn, others found the process tedious and repetitive. One student stated, "Memorizing the names from the book was hard for me, and I kept forgetting them after a few days." Another student remarked, "Sometimes the lessons felt boring because we just listened to the teacher talk, and there were no fun activities to keep us engaged."

The teachers involved in the study also provided valuable feedback regarding their experiences with the intervention. The teacher for the experimental group reported that the use of Wordwall allowed for a more personalized approach to teaching. The teacher could easily identify students' strengths and weaknesses and offer targeted support where needed. The interactive nature of the application also allowed for a more dynamic and engaging classroom environment. The teacher for the control group observed that while traditional methods had their place, they were less effective in fostering deep engagement. The teacher mentioned that students often seemed passive during lessons and that many struggled with memorization despite the teacher's efforts to make the lessons more

interactive. The teacher noted that the lack of immediate feedback made it difficult to gauge students' understanding in real-time.

The results from the pre-test and post-test, as well as the feedback from students and teachers, suggest that the use of Wordwall was more effective in enhancing students' learning outcomes compared to traditional teaching methods. The experimental group showed significant improvements in their knowledge and understanding of Asmaul Husna, with higher post-test scores and more positive attitudes toward learning. In contrast, the control group's improvement was more modest, and students appeared less engaged with the learning process. In conclusion, the study demonstrated that the use of Wordwall had a significant positive impact on students' learning outcomes in Islamic Religious Education and Character Education, particularly in their understanding of Asmaul Husna. The experimental group showed a notable increase in their scores, engagement, and motivation, while the control group's progress was more limited. The findings suggest that integrating interactive digital tools like Wordwall into the classroom can enhance student engagement, retention, and overall learning effectiveness. These results highlight the potential of digital platforms to support traditional teaching methods and improve educational outcomes in religious studies.

DISCUSSION

This section provides a detailed discussion of the results of the study, examining the impact of using the Wordwall application to enhance the learning outcomes of students in Islamic Religious Education and Character Education on the topic of Asmaul Husna at SMP Negeri 1 Sosa Timur, Kabupaten Padang Lawas. The findings are analyzed in the context of educational theory, previous research, and practical implications for teaching and learning in the subject of Islamic Religious Education. One of the most significant findings of this study is the high level of student engagement in the experimental group. The use of Wordwall, a digital platform that provides interactive games and quizzes, resulted in increased participation and motivation among students. This aligns with the principles of active learning, where students are not passive recipients of information but actively engage with the content, thereby reinforcing their understanding and retention.

The positive impact on student engagement is consistent with research that highlights the benefits of interactive and game-based learning. Studies have shown that when students are actively involved in the learning process through hands-on activities and immediate feedback, they are more likely to stay motivated and interested in the subject matter. In the case of the experimental group, the variety of activities available on Wordwall, such as matching games and multiple-choice questions, kept students engaged and provided them with opportunities to practice and reinforce their learning.

The results of this study also point to a significant increase in student motivation in the experimental group. Motivation is a key factor in determining students' success in learning, and the use of Wordwall helped to make the learning process more enjoyable and rewarding for the students. The ability to track progress, receive instant feedback, and compete with peers in a game-like setting created a sense of achievement and encouraged students to continue participating actively in the learning process. This increased motivation is particularly important in the context of Islamic Religious Education, where students often face challenges in memorizing and understanding complex content such as the 99 names of Allah (Asmaul Husna). The use of Wordwall provided a more engaging and interactive way to approach the material, helping students to internalize the content while enjoying the process. The gamification aspect of Wordwall likely played a significant role in boosting student motivation, as it allowed students to feel a sense of accomplishment each time they completed an activity correctly.

The most notable difference between the experimental and control groups was in the improvement of learning outcomes, as reflected in the pre-test and post-test results. The experimental group showed a substantial increase in their post-test scores, with an

average increase of 35%, while the control group only showed a modest improvement of 13%. This suggests that the use of Wordwall had a significant positive effect on students' ability to understand and recall the names of Allah and their meanings.

The results indicate that the interactive and engaging nature of Wordwall played a crucial role in improving students' knowledge of Asmaul Husna. The traditional methods used in the control group, which mainly involved rote memorization and textbook exercises, were less effective in enhancing students' understanding. This finding supports the argument that traditional methods, while still useful, may not be sufficient on their own to engage students in meaningful learning, particularly when it comes to subjects that require deep understanding and long-term retention. The findings also highlight the importance of interactive learning in improving student performance. Previous research has shown that interactive learning environments, such as those created by digital platforms like Wordwall, can lead to better learning outcomes. Interactive activities encourage students to apply their knowledge in various contexts, providing opportunities for practice, feedback, and reflection.

In the case of the experimental group, students were able to actively engage with the material by completing various activities on Wordwall, which allowed them to reinforce their learning in a dynamic and enjoyable way. The platform's instant feedback system also ensured that students received immediate corrective guidance, helping them to address mistakes and improve their understanding of the material. One of the key features of Wordwall is its ability to provide immediate feedback to students. This feature was particularly beneficial for the experimental group, as it allowed them to quickly assess their understanding of the material and correct any mistakes. Research has shown that timely feedback is essential for learning, as it helps students identify gaps in their knowledge and make adjustments before they move on to more complex material.

In the experimental group, students were able to track their progress in real-time and receive guidance on how to improve their performance. This sense of progression, combined with the ability to correct mistakes, kept students motivated and encouraged them to continue practicing. In contrast, the control group, which relied on traditional methods of feedback, did not benefit from the same level of immediacy or interactivity, which may have limited their learning potential.

Another significant aspect of the findings is the impact of Wordwall on students' ability to retain information over time. The interactive and repetitive nature of the activities on Wordwall helped students reinforce their knowledge of Asmaul Husna. The more opportunities students had to engage with the material, the better they were able to retain the information. In the control group, where students relied mainly on memorization and recitation, retention of the material was less consistent. While some students were able to remember the names of Allah and their meanings, others struggled to recall them after a short period. This suggests that traditional methods may not be as effective in promoting long-term retention of complex material, particularly when students are not actively engaged in the learning process.

The teacher in the experimental group noted the positive impact of Wordwall on both student engagement and learning outcomes. The ability to track students' progress and provide targeted support was a key advantage of using the digital platform. The teacher could quickly identify which students were struggling with specific activities and offer additional guidance or clarification. This level of individualized support is often difficult to achieve in traditional classrooms, where teachers may have limited time to address the needs of each student. The teacher also observed that Wordwall made the learning process more enjoyable for students, which contributed to a more positive classroom atmosphere. The ability to incorporate games and interactive activities into the lesson allowed the teacher to create a more dynamic and engaging learning environment. This is particularly important in religious education, where the material can sometimes be abstract or difficult for students to relate to.

In contrast, the teacher in the control group highlighted some of the challenges associated with traditional teaching methods. Despite efforts to engage students through discussions and recitation exercises, many students appeared disengaged and struggled with memorization. The lack of interactive activities and immediate feedback made it difficult for students to track their own progress and identify areas where they needed improvement. The teacher also noted that traditional methods often resulted in a one-size-fits-all approach, where students received the same level of instruction regardless of their individual needs or learning styles. This may have contributed to the limited effectiveness of the traditional teaching methods in the control group, as students with different learning preferences were not able to fully engage with the material.

The results of this study support several educational theories, particularly those related to active learning and constructivism. According to constructivist theory, students learn best when they are actively engaged in the learning process and are given opportunities to construct their own understanding of the material. The use of Wordwall in the experimental group provided students with opportunities to engage in active learning through interactive activities and immediate feedback, which aligned with the principles of constructivism. Additionally, the study supports the idea that technology can be a powerful tool for enhancing learning outcomes. Educational technology, when used appropriately, can create interactive learning environments that foster student engagement, motivation, and understanding. This is particularly relevant in the context of Islamic Religious Education, where traditional methods of teaching may not always be sufficient to engage students in deep, meaningful learning.

The findings from this study have important practical implications for teaching Islamic Religious Education, particularly in the context of subjects that require memorization and understanding of abstract concepts, such as Asmaul Husna. Teachers may consider integrating digital tools like Wordwall into their lesson plans to enhance student engagement, motivation, and retention. By using interactive platforms, teachers can create a more dynamic and student-centered learning environment, where students are actively involved in their own learning process. This approach could be particularly effective in religious education, where students may benefit from a more engaging and personalized learning experience.

While this study provides valuable insights into the use of Wordwall in enhancing learning outcomes, future research could explore several areas for further investigation. For example, it would be interesting to examine the long-term impact of using Wordwall on students' retention and understanding of religious concepts. A longitudinal study could track students' progress over a longer period of time to assess whether the benefits of using Wordwall are sustained. Additionally, future studies could investigate how other digital tools and applications compare to Wordwall in terms of their effectiveness in improving learning outcomes in Islamic Religious Education. Researchers could also explore how the use of digital tools affects students with different learning styles, abilities, and backgrounds.

In conclusion, the results of this study indicate that the use of Wordwall significantly improved students' learning outcomes in Islamic Religious Education, particularly in their understanding of Asmaul Husna. The interactive nature of the platform enhanced student engagement, motivation, and retention, and provided a more dynamic and effective learning experience compared to traditional methods. These findings suggest that integrating digital tools like Wordwall into the classroom can be a valuable strategy for improving teaching and learning in Islamic Religious Education.

Fourth, the comparison between the experimental and control groups highlighted the limitations of traditional teaching methods. While the control group made some improvement in their post-test scores, the progress was relatively modest compared to the experimental group. This suggests that traditional methods, such as rote memorization and teacher-led instruction, may not be as effective in helping students retain and understand complex material like Asmaul Husna.

Fifth, the study also demonstrated the importance of technology in modern education. The use of Wordwall not only enhanced students' engagement but also provided teachers with valuable insights into student progress. Teachers were able to monitor students' performance in real-time, which allowed them to address issues promptly and tailor instruction to meet individual needs. This level of flexibility and responsiveness is often difficult to achieve with traditional methods, where teachers may have limited time and resources to provide immediate feedback.

Sixth, the findings also suggest that Wordwall can serve as an effective supplementary tool for teaching Islamic Religious Education. By combining digital learning tools with traditional methods, educators can create a more dynamic and interactive learning environment. This hybrid approach allows students to engage with the material in various ways, reinforcing their learning and improving retention.

Seventh, the positive impact of Wordwall on student motivation and performance also emphasizes the role of gamification in education. The game-like features of Wordwall helped to transform learning into a more enjoyable and rewarding experience. Gamification has been shown to increase student motivation by providing rewards, competition, and a sense of progress. In this study, students were more enthusiastic about learning Asmaul Husna because they could participate in fun activities while simultaneously strengthening their understanding.

Eighth, the findings also highlight the potential of interactive digital tools to address the challenges of memorization in religious education. Subjects like Asmaul Husna, which require students to memorize many names and their meanings, can often be difficult to teach using traditional methods. Wordwall's engaging activities allowed students to practice and reinforce their knowledge in a more effective and enjoyable way, making the memorization process less daunting.

Ninth, the study underlined the importance of creating a learning environment that accommodates different learning styles. Wordwall's interactive features cater to various types of learners, including those who benefit from visual, auditory, and kinesthetic learning approaches. By incorporating a variety of activities that appeal to different senses, Wordwall helped ensure that students had multiple opportunities to engage with the material in a way that suited their learning preferences.

Tenth, the positive results of the study suggest that educational technology, when used effectively, can enhance the overall quality of teaching and learning in religious education. Teachers who integrate digital tools like Wordwall into their teaching practices can help create a more engaging, inclusive, and effective learning environment. This is particularly important in a subject like Islamic Religious Education, where students may struggle to engage with abstract concepts or complex content. Eleventh, the findings also suggest that integrating digital tools into Islamic Religious Education can contribute to better learning outcomes in other schools and contexts. Given the success of the Wordwall application in this study, similar tools could be explored and implemented in other schools to enhance student learning in Islamic Religious Education. This could open up opportunities for further research into the use of other digital platforms in religious studies.

Twelfth, the study also provides valuable insights into the role of teachers in integrating technology into their classrooms. Teachers who are open to using digital tools like Wordwall are better equipped to create an interactive and student-centered learning environment. However, it is essential for teachers to receive proper training and support to effectively integrate technology into their lessons. Professional development programs should be made available to ensure that educators can fully utilize the potential of digital platforms in their teaching.

Thirteenth, while the study demonstrated the effectiveness of Wordwall in enhancing student learning outcomes, it is important to recognize that the application is only one tool among many that can be used to support learning. Future studies could explore the combination of various digital platforms and traditional methods to determine

the most effective strategies for teaching Islamic Religious Education. A comprehensive approach that incorporates both technology and traditional practices may yield the best results for students.

Fourteenth, the results of this study have broader implications for the integration of technology in education. As technology continues to advance, educators must find ways to incorporate digital tools into their teaching methods to prepare students for the digital age. Interactive platforms like Wordwall are an example of how technology can be used to enhance learning, increase engagement, and improve student outcomes. However, it is crucial to ensure that technology is used in a way that complements traditional teaching methods and aligns with educational goals.

Finally, the study concludes that the use of Wordwall in Islamic Religious Education can significantly improve student engagement, motivation, and learning outcomes. By incorporating interactive digital tools into the curriculum, educators can create a more engaging and dynamic learning environment that promotes active learning and helps students retain complex material. As this study has demonstrated, Wordwall offers a valuable and effective approach to teaching Asmaul Husna, and its potential for enhancing learning in other areas of education should be further explored in future research.

CONCLUSION

This study aimed to investigate the impact of the Wordwall application on improving student learning outcomes in Islamic Religious Education and Character Education, particularly in the topic of Asmaul Husna, at SMP Negeri 1 Sosa Timur, Kabupaten Padang Lawas. Based on the findings, several conclusions can be drawn regarding the effectiveness of interactive digital tools in enhancing student engagement, motivation, and learning outcomes. First, the study demonstrated that the use of Wordwall significantly improved the learning outcomes of students in the experimental group. The post-test results indicated a substantial increase in knowledge retention and understanding of Asmaul Husna, with students achieving an average score of 81%, compared to their pre-test scores of 46%. This indicates that the interactive nature of Wordwall, including its various game-like features, helped students absorb and retain information more effectively than traditional teaching methods. Second, the results showed that the experimental group displayed greater engagement and motivation during lessons. The interactive activities offered by Wordwall encouraged students to actively participate in the learning process. This is consistent with previous research, which suggests that interactive learning environments help foster greater student involvement and enthusiasm for the material. The ability to compete in games, receive instant feedback, and track their own progress created a sense of achievement among the students, further motivating them to continue their learning. Third, the study found that Wordwall facilitated a more personalized learning experience for students. The immediate feedback provided by the application allowed students to identify their strengths and weaknesses, enabling them to focus on areas that required improvement. This feature is crucial in ensuring that students receive the support they need to succeed. In contrast, traditional teaching methods, which lacked such personalized feedback, did not provide the same level of individual attention.

REFERENCES

Arikunto, S. (2002). Prosedur Penelitian. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? AL-ISHLAH: Jurnal Pendidikan, 14(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. HTS Theological Studies, 79(1), 1–7.

Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. English Education: English Journal for Teaching and Learning, 5(1), 44–57.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. Jurnal Inovasi Teknologi Pendidikan, 5(1), 61–69. https://doi.org/10.21831/jitp.v5i1.16212

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. Jurnal Basicedu, 4(4), 1004–1015.

Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama, 15(1), 371–380.

Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. Psikohumaniora: Jurnal Penelitian Psikologi, 8(2), 227–240.

Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' HTS Teologiese Studies/Theological Studies, 79(1), 8164.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). Jurnal Perawat Indonesia, 4(1), 295–307. https://doi.org/https://doi.org/10.32584/jpi.v4i1.454

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. FORUM PAEDAGOGIK, 11(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. JPI (Jurnal Pendidikan Indonesia), 12(2), 210–222.

Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan, 5(6), 780–791.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 12(1), 41–53.

Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. Mimbar Sekolah Dasar, 6(1), 11–20. https://doi.org/10.17509/mimbar-sd.v6i1.16415

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 11(2), 215–226.

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. Al-Murabbi:Jurnal Pendidikan Agama Islam, 5(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. Lectura: Jurnal Pendidikan, 12(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. AL-ISHLAH: Jurnal Pendidikan, 15(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. https://doi.org/10.32528/ijhs.v13i1.4864

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. Jurnal Pacu Pendidikan Dasar, 3(1), 269–277. https://doi.org/https://doi.org/10.22021/pacu.v3i1.411

Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. Journal of Indonesian Primary School, 1(4), 93–104.

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.

Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning, 6(2), 241–252.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. Jurnal Pendidikan Tambusai, 7(2), 16078–16084. https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918

Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.