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Teachers' Strategies in Utilizing Wordwall Media to Develop Interactive Learning in the Al-Qur'an and Hadith Subject: A Qualitative Study at MTs Miftahul Ilmiyah Mojowetan

Muhammad Khoirul Azis[1a]*, Latifatus Sa'adah[2b]
[1,2] Institut Agama Islam Khozinatul 'Ulum, Blora, Indonesia

[a]muhammadkhoirulazis@iaiku.ac.id, [b]latifatusaaadah13@gmail.com

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***Correspondence Address:**
muhammadkhoirulazis@iaiku.ac.id

Abstract:
This study aims to analyze the strategies employed by teachers in utilizing the Wordwall platform to foster interactive learning within the Al-Qur'an Hadis (Quran and Hadith) subject at MTs Miftahul Ilmiyah Mojowetan. The study adopts a qualitative approach with a descriptive research design. Data were collected through observations, interviews with the Al-Qur'an Hadis teacher, and documentation related to the instructional process. Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing. The findings indicate that the use of Wordwall serves as a strategy for teachers to create a learning environment that is more interactive, engaging, and actively involves students. Teachers leverage various features and educational game formats available on Wordwall, tailoring them to the specific subject matter, learning objectives, and the characteristics of the students. This tool is integrated into the instructional strategy across various phases—from the delivery of material and the reinforcement of understanding to practice exercises and learning evaluation. Furthermore, the use of Wordwall enhances student enthusiasm, participation, and engagement in Al-Qur'an Hadis lessons. Consequently, Wordwall serves as an effective digital learning alternative that supports an interactive Al-Qur'an Hadis curriculum centered on active student participation. This research is expected to contribute to the development of teachers' strategies for utilizing digital media in a creative and effective manner within the learning process.

Introduction (مقدمة)

The development of information and communication technology has brought significant changes to the education system in Indonesia. The integration of technology into learning is no longer viewed merely as an optional supplement; rather, it has become an essential component in creating an effective, innovative, and learner-centered educational process. Teachers are

expected to develop instructional strategies that leverage digital technology, making learning more engaging and interactive while fostering greater student participation (Nissa & Renoningtyas, 2021). The use of digital-based learning media aligns with 21st-century competency requirements, which emphasize critical thinking, creativity, collaboration, and communication skills through the application of technology in the learning process.

In the context of Islamic education—specifically within the *Al-Qur'an Hadith* (Quran and Hadith studies) subject at the *madrasah tsanawiyah* (Islamic junior high school) level—instruction remains dominated by methods such as lecturing, reading, memorizing, and assigning tasks. While these approaches are relevant to the study of the Quran and Hadith, relying on them exclusively—without incorporating a variety of instructional media—can lead to student passivity, boredom, and a lack of engagement in the learning process. In reality, the study of the Quran and Hadith should aim for more than just enhancing students' cognitive abilities; it should also instill Islamic values, foster a profound understanding of the content of Quranic verses and *hadith*, and cultivate a religious character through an active and meaningful learning experience. Consequently, teachers need to implement instructional strategies that facilitate two-way interaction, ensuring that students are not merely passive recipients of information, but rather active participants in constructing their own knowledge(Astuti & Aisyah, 2024).

One digital learning tool that has been widely used in recent years is Wordwall. Wordwall is a game-based learning platform that provides various interactive activity templates, such as quizzes, matching exercises, crossword puzzles, random wheel games, sequencing tasks, and other forms of assessment (Khasanah et al., 2024). This medium enables teachers to present learning materials while simultaneously conducting evaluations in an engaging way, making students more active, enthusiastic, and motivated to participate in the learning process (Karimah et al., 2025). Various studies indicate that the use of Wordwall can enhance learning motivation, interest, student engagement, and learning outcomes, as it provides an enjoyable learning experience and involves students directly in learning activities..

Research by Nissa and Renoningtyas indicates that the use of the Wordwall platform can enhance students' interest and motivation to learn by providing more varied and interactive learning activities. Studies by Khairani, Willyansah, and Novalia further demonstrate that Wordwall is both suitable and effective for use in Islamic Religious Education—specifically regarding the Quran and Hadith—as it significantly improves student learning outcomes (Khairani et al., 2025). Furthermore, Aminaty and Jasiah found that the use of Wordwall in the study of the Quran and Hadith at *madrasahs* has a positive impact on student engagement, as evidenced by increased student participation in answering questions, engaging in discussions, and completing game-based learning activities (Aminaty & Jasiah, 2024a). These findings indicate that Wordwall holds great potential as an interactive learning medium in Islamic education.

Research by Hidayati, Lubis, and Bahri indicates that the use of the Wordwall platform significantly enhances students' learning motivation and academic outcomes in the subject of Al-Qur'an Hadith (Wulandari et al., 2024a). Nevertheless, most existing studies have primarily focused on the effectiveness of Wordwall in relation to learning outcomes, motivation, or student engagement, often employing quantitative approaches or media development research. There is relatively limited research—specifically using a qualitative approach—that examines the strategies teachers employ when utilizing Wordwall to foster interactive learning in Al-Qur'an Hadith classes. Yet, the success of digital media integration depends not merely on the sophistication of the tools themselves, but also on the teacher's strategies in designing instruction, selecting activities tailored to students' characteristics, managing classroom interactions, and conducting ongoing learning evaluations. Consequently, a research gap remains concerning how

teachers optimize the use of Wordwall to facilitate interactive learning within Al-Qur'an Hadith courses at the *madrasah tsanawiyah* (Islamic junior high school) level.

Research by Diny Aminati and Jasiah, which involved 24 students, revealed a highly positive response to the use of the Wordwall platform. Specifically, 100% of the students found the learning process more engaging and less monotonous, while 95.8% expressed enjoyment in using Wordwall. Furthermore, 91.7% of the students indicated a desire to use Wordwall again in future lessons, and 83.3% believed that the tool helped them better understand the subject matter. Wordwall has been shown to enhance student participation in group discussions, encourage them to ask questions, and facilitate problem-solving exercises. Consequently, Wordwall serves as an innovative solution for fostering an interactive and enjoyable learning environment. It is recommended that teachers incorporate this tool on an ongoing basis to support more effective learning that aligns with students' needs (Aminaty & Jasiah, 2024b)

Research by Desi Wulandari, Andang Sunarto, and Husnul Bahri shows that interactive wordwall-based learning media is effective for use in the learning process. This is evidenced by the learning interest and perceptions of learning media users. Evidence of learning outcomes can be seen from the pretest results before using the media with an average score of 71.85. The posttest results after using the media were obtained (Pengembangan Media Pembelajaran Interaktif Berbasis Wordwall Pada Mata Pelajaran Al-Qur'an Hadist Untuk Meningkatkan Minat Belajar Siswa Di Man Seluma Kab. Seluma Provinsi Bengkulu | Wulandari | Al-Bahtsu: Jurnal Penelitian Pendidikan Islam, n.d.)

Research by Priyo Setiawan demonstrates effective procedures and steps for implementing the "Wordwall" platform to create an interactive and engaging learning experience for students, while also integrating information technology into Civics (PPKN) lessons. The study population consisted of 32 students from class VIII A at SMP Negeri 6 Semarang. A Likert scale was employed as part of the methodology, and the collected data were analyzed using a descriptive qualitative approach. The study concludes that the use of Wordwall in Civics instruction makes learning more enjoyable and engaging, stimulates students' cognitive development, and elicits a positive response from students regarding its application in the classroom (S.Pd & Haryati.M.Si, 2024).

Number	Writer	Research Title	Equality	Difference
1.	Nissa and Renoningtyas	The Use of Wordwall Learning Media to Enhance Students' Interest and Motivation in Thematic Learning in Elementary Schools	The use of a Wordwall depends not only on the medium, but also on how the teacher integrates it into the lesson.	Previous research has examined Wordwall in terms of enhancing students' interest and motivation in thematic learning at the elementary school (SD) level, whereas this study investigates the strategies employed by teachers to utilize Wordwall for creating interactive learning experiences in the *Al-Qur'an Hadis* (Quran and Hadith) subject at

				MTs Miftahul Ilmiyah Mojowetan.
2.	Hidayati, Lubis, and Bahri	Development of Wordwall-Based Interactive Learning Media for the Al-Qur'an Hadith Subject to Enhance Student Learning Interest at MAN Seluma, Seluma Regency, Bengkulu Province	Both involve teachers and students in the research process, allowing for an examination of how Wordwall is used in teaching practice.	Previous research was conducted at MTs Darul Amin Palangka Raya with eighth-grade students as subjects, whereas this study is carried out at MTs Miftahul Ilmiyah Mojowetan. Consequently, this study encompasses a different scope, as it centers on teachers' strategies for utilizing Wordwall to foster interactive learning.
3.	Diny Aminati and Jasiah	Using Wordwall Game-Based Media to Enhance Student Engagement in the Study of the Qur'an and Hadith: Boosting the Participation of Grade VIII Students at MTs Darul Amin in Qur'an and Hadith Lessons Through Wordwall Media	Both relate to student activity and engagement. Previous research has found that Wordwall encourages student participation in discussions, motivates students to ask questions, and facilitates problem-solving practice.	The research by Aminaty and Jasiah focuses primarily on the use of the game-based platform Wordwall as a means to increase student engagement in the study of the Qur'an and Hadith. In contrast, the proposed research focuses on the strategies employed by teachers in utilizing Wordwall to foster interactive learning..
4.	Desi Wulandari, Andang Sunarto, Husnul Bahri	Development of Wordwall-Based Interactive Learning Media for the Al-Qur'an Hadith Subject to Enhance Student Learning Interest at MAN Seluma, Seluma Regency, Bengkulu Province	Both studies utilize Wordwall as a digital-based learning medium to support the learning process.	Previous research has aimed to produce or develop Wordwall-based learning media and examine its contribution to students' interest in learning. The proposed research aims to identify and describe teachers' strategies encompassing the processes of selecting, designing, utilizing, and

				evaluating such media. pemanfaatan Wordwall dalam pembelajaran.
5.	Priyo Setiawan	The Implementation of Wordwall in Interactive Learning for Civics Education (PPKN) at SMP Negeri 6 Semarang	Both examine the application or utilization of Wordwall within the learning process, rather than merely discussing Wordwall from a theoretical perspective.	Previous research has focused on the implementation of Wordwall for interactive learning in Civics (PPKn) classes at SMP Negeri 6 Semarang, whereas the proposed study will focus on the strategies employed by teachers in utilizing Wordwall to foster interactive learning within the Al-Qur'an Hadith subject at MTs Miftahul Ilmiyah Mojowetan.

Based on previous research, the use of the Wordwall platform in education has been widely studied, demonstrating various benefits such as increased student interest, motivation, active participation, and engagement in the learning process. Several studies have also explored the development of Wordwall-based resources and their application in fostering interactive learning. However, these studies generally focus on the outcomes or impacts of using Wordwall on students; meanwhile, there remains a need for further research specifically examining teachers' strategies for planning, selecting, implementing, and evaluating the use of Wordwall to create interactive learning experiences.

Furthermore, research on Wordwall has been widely conducted across various subjects and educational levels (Husain et al., 2026). Meanwhile, the study of the Quran and Hadith involves subject matter with characteristics that differ from those of general academic subjects. The use of Wordwall in Quran and Hadith instruction is not merely a matter of employing digital media; rather, it entails how teachers tailor Wordwall activities to align with the nature of the content, learning objectives, instructional methods, and the specific needs of the students. Consequently, a more in-depth examination of the strategies employed by teachers to integrate Wordwall into Quran and Hadith instruction is warranted..

This gap serves as the basis for a study titled "Teachers' Strategies in Utilizing Wordwall to Foster Interactive Learning in the Al-Qur'an Hadith Subject: A Qualitative Study at MTs Miftahul Ilmiyah Mojowetan." The research aims to explore in depth how teachers plan and implement the use of Wordwall, how they foster student interaction and engagement through this medium, and the challenges they encounter—as well as the efforts they make—in its application. Consequently, this study is expected to complement previous research, which has largely focused on the impact of Wordwall on students, by providing insight into the processes and strategies employed by teachers when using Wordwall as part of interactive Al-Qur'an Hadith instruction..

MTs Miftahul Ilmiyah Mojowetan is a madrasah that has utilized the Wordwall platform to support the teaching of Al-Qur'an and Hadith. Preliminary observations indicate that teachers use Wordwall to deliver course material, provide exercises, and conduct assessments through

game-based activities, which effectively boost student enthusiasm. Nevertheless, the implementation of this tool presents several challenges, including limited digital devices, restricted internet access, varying levels of digital literacy among students, and the need for teacher creativity in designing learning activities that align with specific educational objectives. These conditions highlight that the strategies employed by teachers are a critical factor in the successful use of Wordwall to foster an interactive learning environment..

Based on the description above, this study offers a sense of novelty by focusing on teachers' strategies for utilizing the Wordwall platform to foster interactive learning in the *Al-Qur'an Hadis* (Quran and Hadith) subject, employing a qualitative research approach at MTs Miftahul Ilmiyah Mojowetan. Unlike previous studies—which have largely emphasized the impact of Wordwall on learning outcomes or student motivation—this research seeks to provide an in-depth description of the planning, implementation, and evaluation processes, as well as the facilitating and hindering factors, involved in the teachers' use of Wordwall. Consequently, this study aims to describe the strategies employed by teachers to leverage Wordwall for creating interactive learning experiences within the *Al-Qur'an Hadis* curriculum at MTs Miftahul Ilmiyah Mojowetan. The findings are expected to contribute to the development of technology-based instructional strategies within Islamic education and serve as a practical reference for teachers looking to optimize their use of digital learning media.

Method (منهج)

This study employs a qualitative approach, specifically a case study design. A qualitative approach was chosen because the research aims to gain an in-depth understanding of the strategies employed by teachers in utilizing the Wordwall platform to foster interactive learning within the *Al-Qur'an Hadis* (Quran and Hadith) subject at MTs Miftahul Ilmiyah Mojowetan. A qualitative approach is well-suited for gaining a holistic understanding of phenomena related to the behaviors, perceptions, actions, and experiences of the research subjects within their natural context. (SATORI, 2009). Qualitative research is oriented toward uncovering the meaning of a phenomenon from the perspective of the research subjects through the observation of natural conditions, thereby enabling the production of a comprehensive description of the object under study (Fadli, 2021). A case study design is used because it allows researchers to examine a phenomenon in depth within a specific context, thereby enabling a comprehensive depiction of teachers' strategies as they manifest in real-world conditions. (Nurcahyani et al., 2026).

This research was conducted at MTs Miftahul Ilmiyah Mojowetan. The location was selected purposively, based on the fact that the madrasah utilizes the Wordwall platform in its Al-Qur'an Hadith instruction, which aligns with the research focus. The research subjects include the Al-Qur'an Hadith teacher (as the primary informant), the head of the madrasah (as a supporting informant), and several students who participated in lessons incorporating Wordwall. Informants were selected using a purposive sampling technique—choosing individuals deemed to possess relevant knowledge, experience, and information regarding the implementation of Wordwall in the learning process—thereby ensuring the collection of in-depth data tailored to the research requirements. (Malahati et al., 2023).

Research data were collected through observation, semi-structured interviews, and documentation. Observations were conducted to directly examine learning activities, the teacher's strategies in utilizing the Wordwall platform, the interaction between the teacher and students, and student engagement throughout the learning process (Suarmini & Nurjaya, 2023). Semi-structured interviews were conducted with the teacher of the Al-Qur'an Hadith subject, the head of the madrasah, and the students to gather information regarding lesson planning, the implementation of Wordwall, the benefits gained, the challenges encountered, and the solutions

applied during the learning process. Additionally, documentation—including teaching modules, instructional materials, photographs of activities, evaluation results, and records of the use of the Wordwall platform—was utilized as supporting data. The application of these three techniques was intended to obtain comprehensive and complementary data, thereby enhancing the quality of the research findings. (Fadli, 2021).

Data analysis in this study employs the interactive model developed by Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing or verification. Data reduction involves selecting, categorizing, simplifying, and focusing the data obtained from observations, interviews, and documentation in alignment with the research focus. Subsequently, the data are presented in the form of a descriptive narrative, which facilitates the identification of relationships among the research findings. The final stage—drawing conclusions—is an ongoing process throughout the research, involving the continuous verification of the collected data until credible conclusions are reached (Suarmini & Nurjaya, 2023). The Miles and Huberman data analysis model was chosen because it provides a systematic overview of the phenomenon under study and is widely used in qualitative research within the field of education. (Qomaruddin & Sa'diyah, n.d.).

The validity of the data was assessed using source triangulation, method (technique) triangulation, and member checking. Source triangulation involved comparing data obtained from teachers, the madrasah principal, and students, while method triangulation entailed comparing findings from observations, interviews, and documentation. Furthermore, member checking was conducted by re-confirming interview results with the informants to ensure that the data collected accurately reflected the intended meaning conveyed by the participants. The application of triangulation and member checking serves as an effective strategy for enhancing the credibility, dependability, confirmability, and transferability of qualitative research findings. (Nurfajriani et al., 2024).

Through these stages, this research is expected to produce a comprehensive description of teachers' strategies in utilizing the Wordwall platform to foster interactive learning in the *Al-Qur'an Hadis* (Quran and Hadith) subject at MTs Miftahul Ilmiyah Mojowetan, thereby enabling the research findings to contribute to the development of technology-based instruction within the *madrasah* (Islamic school) environment.

Result (نتائج)

Based on observations, interviews, and documentation, it was found that the teacher of the Al-Qur'an Hadith subject at MTs Miftahul Ilmiyah Mojowetan has utilized the Wordwall platform as a strategy to create more interactive learning. Wordwall is employed not only for evaluation but also for apperception, the delivery of course material, practice exercises, and the reinforcement of students' understanding. The strategies implemented by the teacher include planning digital media-based instruction, conducting student-centered learning, and evaluating learning outcomes through educational games.

Observations indicate that, prior to instruction, the teacher prepares teaching modules, defines learning outcomes and objectives, selects course content, and chooses specific Wordwall games tailored to the nature of the Al-Qur'an Hadith curriculum. The teacher utilizes templates such as Quiz, Match Up, Open the Box, and Random Wheel to ensure that students engage in learning through activities that are both stimulating and varied.

Based on the interview results, the teacher explained that Wordwall was chosen because the platform is user-friendly, accessible via both smartphones and computers, and effective in increasing student engagement during the learning process. Furthermore, the variety of games available allows the teacher to easily tailor learning activities to specific instructional objectives.

These findings align with research by Wulandari, Sunarto, and Bahri, which states that Wordwall is an effective interactive learning medium for increasing students' interest in the Al-Qur'an Hadith subject, as it offers a variety of activities that can be tailored to the characteristics of the subject matter (Wulandari et al., 2024b).

Observations indicate that the lesson began with an apperception phase, followed by the presentation of learning objectives and a brief explanation of the material, which then transitioned into an activity using Wordwall. Students accessed the game links via their own smartphones, while the teacher displayed the game using a projector to facilitate class discussion.

Throughout the activity, students appeared more engaged—asking questions, discussing with peers, and striving to complete each challenge presented. The learning environment became more dynamic, fueled by a sense of healthy competition through the use of scores and rankings. Furthermore, the teacher provided immediate feedback on students' responses, ensuring a two-way learning process.

Interviews with students indicate that they find it easier to grasp the subject matter of Al-Qur'an Hadith through Wordwall, as the lessons are presented in the form of engaging and non-monotonous games. Students also reported feeling more motivated to participate in the learning process, driven by the challenges presented and the rewards—in the form of scores—earned upon completing the games.

These findings support the research of Aminaty and Jasiah, which concluded that the use of the Wordwall platform can enhance student engagement in the study of the Quran and Hadith through enjoyable and interactive learning activities (Aminaty & Jasiah, 2024c).

Teachers use Wordwall as a tool for formative assessment at the end of a lesson. The results can be viewed immediately thanks to an automated grading feature, making it easier for teachers to gauge students' level of understanding regarding the material covered.

Based on the evaluation documentation, the majority of students were able to complete the questions within the allotted time. The teacher then discussed the incorrect answers, allowing students to receive immediate feedback. Utilizing Wordwall as an evaluation tool made the assessment process more effective, efficient, and engaging.

Discussion (مناقشة)

The research findings indicate that the teachers' strategy in utilizing Wordwall aligns with the principles of interactive learning by actively engaging students in the learning process. Teachers act not merely as conveyors of subject matter, but as facilitators who guide students in constructing their own knowledge through enjoyable learning experiences. This strategy is consistent with a student-centered learning approach, in which students are provided with opportunities to participate actively throughout the learning process.

The use of Wordwall also demonstrates that the integration of digital technology can enhance students' learning motivation. The gamification elements embedded in Wordwall—such as scoring, time limits, and leaderboards—create a learning environment that is competitive yet enjoyable. This encourages students to become more focused, active, and enthusiastic in their participation. These findings support the research of Wulandari et al., which indicates that Wordwall is effective in increasing students' interest in learning the subject of Al-Qur'an Hadith through interactive learning activities.

In addition to boosting learning motivation, the use of Wordwall strengthens the interaction between teachers and students. Teachers can provide immediate feedback on

students' answers, allowing for the prompt correction of any conceptual misunderstandings. This interaction demonstrates that Wordwall functions not merely as an evaluation tool, but also as a medium for instructional communication that fosters active student engagement.

Nevertheless, this study also highlights several challenges in utilizing Wordwall, including limited internet access, the fact that not all students possess adequate devices, and time constraints when designing Wordwall-based learning activities. To address these challenges, teachers have implemented various measures, such as forming study groups, leveraging the school's network, and preparing alternative learning approaches for instances where internet connectivity is disrupted.

Overall, the research findings indicate that the strategies employed by teachers in utilizing Wordwall foster more interactive learning in the subject of Al-Qur'an Hadis. This success is attributed to the teachers' ability to design lessons, select Wordwall activity types appropriate for the subject matter, manage the classroom effectively, and provide constructive feedback to students. Consequently, Wordwall can serve as an alternative digital learning medium to enhance the quality of Al-Qur'an Hadis instruction in madrasahs.

Conclusion (خاتمة)

Based on research findings regarding teachers' strategies for utilizing the Wordwall platform to foster interactive learning in the Al-Qur'an Hadis (Quran and Hadith) subject at MTs Miftahul Ilmiyah Mojowetan, it can be concluded that the use of Wordwall serves as a form of digital learning innovation capable of creating a more active, engaging, and enjoyable learning environment. Teachers' strategies for employing Wordwall are implemented through three primary stages: planning, execution, and evaluation of the learning process.

During the planning stage, the teacher aligns the use of Wordwall with learning objectives, the specific nature of the Al-Qur'an Hadis (Quran and Hadith) subject matter, and the needs of the students. The teacher selects various activity formats—such as quizzes, matching exercises, random wheels, and other educational games—to support the comprehension of the material. In the implementation stage, Wordwall serves as an interactive medium that fosters active student engagement through game-based learning. Students demonstrate greater enthusiasm, show more confidence in participating, and find the material easier to grasp because the learning content is presented through engaging activities. During the evaluation stage, Wordwall assists the teacher in conducting assessments more effectively through its built-in scoring and instant feedback features (Yasmin et al., 2025)

The use of the Wordwall platform also has a positive impact on fostering interactive learning, as it enhances communication between teachers and students and encourages student engagement in the process of learning the Quran and Hadith (Khofiya et al., 2026) Nevertheless, the implementation of Wordwall still faces several challenges, such as limited internet connectivity, the availability of digital devices, and the technical proficiency of teachers in developing technology-based learning media. Therefore, the successful use of Wordwall depends not only on the sophistication of the tool itself but also on the teacher's ability to design appropriate learning strategies tailored to the needs of the students and the specific environment of the madrasah (Hartono et al., 2025)

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Based on the research findings, several suggestions can be offered:

First, for teachers of the Qur'an and Hadith subject, the use of the Wordwall platform should be further developed as an innovative instructional tool. Teachers are encouraged to look beyond using Wordwall solely for evaluation; instead, they should optimize its application during introductory activities, content delivery, comprehension exercises, and concept reinforcement to make the learning process more meaningful.

Second, for the madrasah, there is a need to support the implementation of technology-based learning by providing adequate facilities—such as internet access and digital devices—as well as training for teachers to develop their competence in using digital learning media. Such support is essential to ensure that the use of technology in the learning process can function optimally.

Third, for students, the use of digital learning media such as Wordwall is expected to serve as a tool to enhance learning motivation, autonomy, and active engagement in the process of learning the Qur'an and Hadith.

Fourth, for future researchers, studies on the use of Wordwall in instruction could be developed with different approaches and focuses—for instance, by examining the impact of Wordwall on learning outcomes, critical thinking skills, or learning motivation, or by comparing the effectiveness of Wordwall against other digital learning media across various educational levels.

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