

**Arabic Learning Based On Wordwall Application Media
at Madrasah Aliyah KKMA 02 Jepara**

تعليم اللغة العربية بالاعتماد على وسيلة تطبيق وورد وول في المدرسة العالية
الإسلامية KKMA 02 في جبارا

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ABSTRACT

The urgency of using technology in the 21st century in learning can use various platforms and interactive devices. Wordwall is a platform designed to increase student engagement in learning through various interactive features. The aims of this research are; 1) How is the learning procedure using word wall media? 2) How effective is word wall media in learning Arabic? This research is experimental research with a quasi-experimental design. Data collection techniques through observation, tests, questionnaires, and documents. The data analysis technique uses the triangulation method to obtain data related to procedures for using wordwall media and learning outcomes. Meanwhile, the t-test is to measure the effectiveness of wordwall media in learning Arabic at Madrasah Aliyah. The research results show that; 1) The stages of learning Arabic using wordwall media are relatively practical, starting with working on quiz questions to master Arabic language competencies including; vocabulary mastery, mastery of reading texts, mastery of language structure and Arabic language rules. The second step is to review the results or scores of the quiz. The third step is to discuss Arabic language material according to the target learning objectives. The fourth step is to summarize Arabic language material and the fifth step is to explain the impressions of learning and provide practice questions for students to work on at home. 2) The results of Arabic language learning using Word wall show that this media is effective in improving students' Arabic language skills at Madrasah Aliyah. This media is practical because it provides a more dynamic and organized learning experience according to the curriculum. The use of Word wall not only increases students' interest in learning but also facilitates better interaction in Arabic language learning through a technological approach that is easy to access and use.

Keyword: Arabic, Learning, Wordwall, Madrasah

Sure, here's the translation of the provided text into Arabic:

ملخص

تُعَدُّ الحاجة الماسة لاستخدام التكنولوجيا في التعليم في القرن الواحد والعشرين من خلال منصات وأجهزة تفاعلية متنوعة. وورد وول هو منصة مصممة لزيادة تفاعل الطلاب في التعلم من خلال ميزات تفاعلية متعددة. أهداف هذا البحث هي؛ (١) كيف تسير عملية التعليم باستخدام وسائط يورول؟ (٢) ما مدى فعالية وسائط يورول في تعلم اللغة العربية؟ هذا البحث هو بحث تجريبي ذو تصميم شبه تجريبي. تقنيات جمع البيانات تشمل الملاحظة، والاختبارات، والاستبيانات، والوثائق. يستخدم تحليل البيانات طريقة المثلثات للحصول على بيانات تتعلق بإجراءات استخدام وسائط يورول ونتائج التعلم. في حين أن اختبارات هو لقياس فاعلية وسائط يورول في تعلم اللغة العربية في المدرسة الثانوية. تظهر نتائج البحث أن؛ (١) مراحل تعلم اللغة العربية باستخدام وسائط يورول وول عملية نسبياً، بدءاً من العمل على أسئلة الاختبار لإتقان كفاءات اللغة العربية بما في ذلك؛ إتقان المفردات، إتقان قراءة النصوص، إتقان بنية اللغة وقواعد اللغة العربية. الخطوة الثانية هي مراجعة نتائج أو درجات الاختبار. الخطوة الثالثة هي مناقشة مادة اللغة العربية وفقاً لأهداف التعلم المستهدفة. الخطوة الرابعة هي تلخيص مادة اللغة العربية، والخطوة الخامسة هي شرح انطباعات التعلم وتقديم أسئلة تدريبية للطلاب للعمل عليها في المنزل. (٢) تظهر نتائج تعلم اللغة العربية باستخدام يورول أن هذه الوسائط فعالة في تحسين مهارات الطلاب في اللغة العربية في المدرسة العالية. هذه الوسائط عملية لأنها توفر تجربة تعلم أكثر ديناميكية وتنظيماً وفقاً للمنهج الدراسي. استخدام يورول لا يزيد فقط من اهتمام الطلاب بالتعلم، بل يسهل أيضاً تفاعلاً أفضل في تعلم اللغة العربية من خلال نهج تكنولوجي يسهل الوصول إليه واستخدامه .

الكلمات المفتاحية: اللغة العربية، التعلم، يورول، المدرسة العالية

1. INTRODUCTION

The learning process is a series of educational activities aimed at achieving certain learning goals. It involves various educational components such as learning strategies, methods, and techniques, as well as other elements. One important aspect of learning is learning media, which helps teachers in conveying lesson material. Learning media has developed in various types and forms over time.

Talking about the education system, we are talking about the learning process within it. In essence, the learning process does not only involve two factors: educators and students. But more than that, the learning process requires at least five components that are related to each other, namely approaches, methods, strategies, techniques, and learning media to support teaching and learning activities (Zahrani, 2021).

If we see that learning Arabic in religious schools is an important part of the educational curriculum, especially in countries where Arabic has an important value in cultural, religious, and global communication aspects, it is clear that the process of learning Arabic is often facing

challenges in motivating students and increasing their understanding of the material (Falah, 2016).

One factor that can influence the effectiveness of learning is the use of appropriate and interesting learning media. The use of conventional textbooks in learning is often lacking in attracting students' attention, especially in the current digital era where students are used to interacting with various types of media and technology (Nurkholis, 2014). Therefore, developing innovative and interactive learning tools for Arabic language learning is important to increase learning effectiveness.

One of the figures in constructivism theory, Jean Piaget, argued that children build their knowledge through direct experience with their environment and understand the world through interactions with objects and people around them. Based on this theory, interactive digital learning media allows students to be active in learning, develop creativity, and build their understanding through practical graphic design experiences. This learning theory emphasizes the active role of students in building their knowledge and understanding through different learning experiences. In the context of learning media development, constructivism theory emphasizes the importance of using media that allows students to actively participate in the learning process and build their knowledge through different learning experiences.

The 21st Century Education Revolution with various learning media can help teachers transform with technology according to the era and progress of the times and can also help increase creativity and make learning more interesting. Education has undergone a major transformation in recent decades, mainly thanks to advances in technology. One aspect that plays a very important role in this transformation is interactive learning media. Interactive learning media opens the door to a more interesting, effective, and relevant learning experience for students in this digital era (<https://Guruinovatif.id/Artikel/Media-Pembelajaran-Interaktif-Revolusi-Pendidikan-Abad-Ke-21.>, n.d.).

21st-century technology has become the main pillar in changing the dynamics of daily life, including in the context of learning. With its dynamic and innovative characteristics, today's technology not only provides faster means of communication but also presents various significant advances. Various forms of technology, such as artificial intelligence and the Internet of Things, open the door to increased efficiency and creativity in various sectors.

The importance of utilizing 21st-century technology in learning is increasingly visible with the emergence of various interactive platforms and devices. One example is Wordwall, a platform designed to increase student engagement through a variety of interactive features. In integrating this technology into the learning context, we can optimize the learning process and increase student and student participation in learning.

Effective learning strategies require a deep understanding of how to incorporate 21st-century technology into the curriculum. The use of such platforms Wordwall not only does it provide an interactive element, but it also opens up opportunities for personalization of learning. By understanding the features of these platforms, we can design learning experiences that suit the needs of students and students.

However, along with the benefits, it needs to be acknowledged that the use of technology in learning also has negative impacts. Inequality of access, distraction, and ethical challenges related to data privacy are some aspects that need attention. Therefore, there is

a need for a balanced approach to integrating 21st-century technologies, maximizing the benefits while minimizing the risks

21st-century learning technology has several main characteristics that significantly influence education, namely;

1. Digital education and e-learning

Increased use of digital learning platforms and e-learning, enabling access to education from anywhere through various media. This includes discussion forums online and interactive learning resources that increasingly influence the learning process (Koeswanti, 2021).

2. Project-based education (Munir, 2017)

Project-based education places students in practical work contexts, allowing them to apply knowledge in real life. This can develop practical skills and problem-solving abilities (Fauzi, 2022).

3. Educational games

Utilization of game elements such as points, levels, and challenges in education to increase student motivation. Thus, the learning experience can become more interesting and competitive (Dwiyono, 2017).

4. Social and collaborative learning

The use of social media and collaboration platforms in educational contexts facilitates interaction between students and lecturers, including sharing information and participating in discussions (Laisa, 2019).

5. Use of open references (A. K. et Al, n.d.)

This era is characterized by increased access to open and digital learning resources, such as digital books, courses online, and other educational resources that can be accessed for free or at an affordable cost. These characteristics reflect a shift in education towards one that is more adaptive, broad, and in line with the demands of the modern era (Aisya, 2021).

Several technology platforms can be utilized in the learning process, including;

1. Google Classroom

A platform that makes distance learning easier, where teachers/lecturers can create online classes, provide assignments, and interact with students (Marhamah, 2022).

2. Zoom

A widely used video conferencing platform for learning online, holding virtual meetings and seminars (G. R. D. et Al, 2022).

3. Google Meet

As an alternative to video meetings, Google Meet provides conferencing and collaboration features online, and can be used for distance learning and virtual meetings (Rejeki et al., 2022).

4. YouTube

An online video platform containing educational content, with many educational channels and content creators providing interactive educational lessons and resources (Kusumaningrum, 2022).

5. TikTok

Although TikTok is not a platform specifically for education, several lecturers and content creators have used it to present short and interesting educational content. Multiple accounts TikTok presenting facts, tests, and educational tips creatively (Anwar, 2022).

6. Wordwall

A platform that provides various interactive educational activities such as word games, flashcards, and quizzes to increase the participation of pupils and students (Swari, 2023).

Wordwall is an interactive platform that provides various templates such as tests, word formatting, connecting pairs, anagrams, crosswords, word searches, and more. What's interesting is that users can not only access the content online but can also download and print it. The platform provides 18 freely accessible templates, allowing users to easily switch between different activities (Pamungkas & Dkk, 2023).

Wordwall can be effectively used in teaching language skills, including listening, speaking, reading, and writing skills. By providing interactive activities, this learning media allows students to expand vocabulary, understand grammar rules (syntax/language rules), and improve communication skills in Arabic. The type of content that suits students' needs is created Wordwall becomes a flexible tool to support the development of a variety of language skills (Swari, n.d.-b).

Wordwall can be adapted to various levels or levels of Arabic learning, from basic to advanced. For the basic level, Wordwall helps in presenting basic vocabulary and establishing basic grammar rules (language rules). Meanwhile, for advanced level, Wordwall helps improve understanding of grammar rules, expand vocabulary, and improve communication skills in Arabic. By providing a variety of activities, Wordwall become a learning tool that includes and supports the teaching of Arabic at various levels (Swari, n.d.-a).

Advantages and Disadvantages of Wordwall

Wordwall Advantage:

1. Provides a variety of game templates.
2. Fun and interactive gaming experience.
3. Easily edit and change game templates.
4. Ability to adjust difficulty level as needed.
5. View live game results.
6. Access to programs anywhere and anytime.
7. Supports multiple languages.
8. Can be used with music to avoid boredom.

Wordwall Disadvantage:

1. New user capabilities can only be created on the template.
2. Can't score all games.
3. Vulnerable to fraud.
4. Cannot change text size.
5. Does not support sound.
6. Requires an internet connection to access it.

In previous studies, there are several literatures that discuss Arabic language learning based on Wordwall media. Among them are:

1. An article written by Muhammad Nur Kholis and his colleagues entitled "Can Wordwall Application Improve Students' Arabic Mastery?" aims to examine the extent to which the effectiveness of using the Wordwall application in learning Arabic, especially in terms of learning outcomes. The findings of this study indicate that the use of Wordwall in the learning process can significantly improve students' mastery of Arabic.
2. An article written by Dian Kusuma Wardani et al entitled "The Effectiveness of Arabic Language Learning with Wordwall in Increasing Enthusiasm and Understanding of MA Al-Bairuny Students" aims to examine the extent to which the use of the Wordwall application can improve students' enthusiasm and understanding in learning Arabic at MA Al-Bairuny. The results of the study showed that Wordwall had a significant positive impact on student learning outcomes, as evidenced by 100% of students successfully completing the final test well, which reflects an improvement compared to the pre-test results. In addition, the majority of students stated that learning using Wordwall felt more enjoyable and helped them understand the material. Overall, Wordwall has proven to be an effective medium in increasing students' motivation and understanding in learning Arabic.
3. Research conducted by Aeni Mauliawati Nurisman in her article entitled "Effectiveness of Using Wordwall Media on Arabic Vocabulary Mastery of Grade V Students at SD Amaliah Ciawi" aims to determine the effectiveness of Wordwall media in increasing Arabic vocabulary mastery of grade V students. The results of the analysis showed a significance figure of 0.000, which is below the threshold of 0.05, indicating a significant difference between the groups that used Wordwall and those that did not. Based on these findings, it can be concluded that the use of Wordwall as a learning medium has proven effective in increasing students' Arabic vocabulary mastery at SD Amaliah Ciawi.

2. METHOD

This study uses a quantitative method. Quantitative research is a study conducted in a structured manner to analyze a phenomenon, where the data collected is measurable and analyzed using statistical, mathematical, or computational techniques (Priadana & Sunarsi, 2021).

Based on the description above, this study uses a quantitative approach because the data to be analyzed is ordinal data. In addition, the purpose of this study is to answer the formulation of the problem regarding the results of implementing the use of word wall media in Arabic language learning.

The approach with the quantitative method used by researchers aims to measure the process and results of Arabic language learning with word wall media. This type of research uses an experimental approach. Experimental research is an approach that is carried out

systematically to understand and test the causal relationship between a phenomenon and the variables involved (Rachmawati et al., 2021). The purpose of this quantitative approach is to explain and test the established hypothesis.

This study uses a pre-experimental design method, with a one-shot case study research design (Arifin et al., 2020), namely using only one class as an experimental class without using a control class from each meeting, observations were made to determine the development of student knowledge (Ahmad, 2023). with a One-Group pretest-posttest design. Namely providing pretest questions to determine the initial state of students before being given treatment.

The One-Group pretest-posttest design research design includes measurements taken before and after treatment. The results of this treatment can be evaluated more precisely because they can be compared through the conditions before the application of the use of word wall media in Arabic language learning. The difference in difference is based on the results of the pretest (initial test) and posttest (final test) which are carried out after the learning process is carried out (Nuryanti, 2019).

Can be seen in the table below:

Table 1.1 Research Design

Group	Pre-test	Treatment	Post-test
Experiment	O1	X	O2

Description:

O1 = Pretest Score

X = Final test results in the experimental class

O2 = Posttest Score

The table above shows that the researcher used one class as an experimental class. The purpose of using this experimental class is to measure the initial abilities of students in their knowledge. The purpose of this method is to see whether the learning outcomes of students differ before and after treatment. To find out the comparison of student learning outcomes before and after being given treatment, the results of the test scores are processed using the t-test formula.

To overcome the weaknesses in this research design, class equalization was carried out which included several steps, including; providing the same pretest-posttest question type material, the time used in the work is the same. The application of media is carried out in the experimental class, then evaluated by giving a test to find out the final results with a comparison of pretest-posttest values.

3. RESULTS

1) Procedure for applying wordwall media in learning

The learning stages include 3 activities, namely; initial activities, core activities and closing activities.

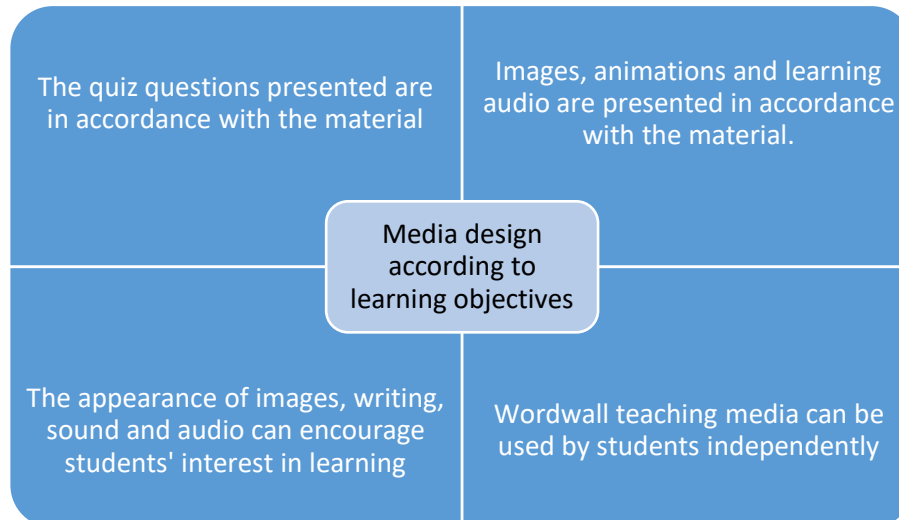
Initial activities include; 1) the teacher greets, 2) the teacher opens the learning by praying together, 3) the teacher explains the learning target objectives, 4) the teacher provides stimulation for student readiness through apperception and asking questions.

Core activities include; 1) students answer quiz questions through word wall media, 2) the teacher checks and reviews the quiz results in the existing system, 3) the teacher explains and presents the contents of the test questions which include; vocabulary, understanding of text content, structure and rules.

Closing activities; 1) the teacher concludes the material, 2) the teacher evaluates student understanding and provides practice questions in the form of homework, 3) the teacher gives a positive impression of student work results and the learning process.

2) practicality of wordwall media

Practicality is measured using a questionnaire. The questionnaire consists of several statement sentences to measure students' perceptions of the use of wordwall media. Perceptions are measured using a Likert scale of 1-5, covering five aspects, as in the following matrix table.



The results of measuring the practicality of wordwall media through a questionnaire from respondents showed that; 1) the aspect of media design according to learning objectives pointed to an average score of 4.6, 2) the aspect of learning images, animations and audio according to the material pointed to an average score of 5.0, 3) the aspect of quiz questions presented according to the material pointed to an average score of 5.0, 4) the aspect of the appearance of images, writing, sound and audio can encourage students' interest in learning pointed to an average score of 5.0, and 5) the aspect of wordwall teaching media can be used by students independently pointed to an average score of 4.6. from

the average of each aspect, an average value of 4.84 was obtained. the overall score from this aspect shows that wordwall media is practical to apply in Arabic language learning.

3) Effectiveness of Arabic Language Learning Using Wordwall Media

Analysis of the effectiveness of learning media based on the results of the initial ability test (Pretest) and the final test (Posttest). Pretest and posttest data were collected from all students involved in learning using the media that had been developed. Then the normality test (Test of Normality). Before continuing the analysis, a normality test was carried out to ensure that the data was normally distributed. The normality test was carried out using the Kolmogorov-Smirnov test. If the significance value (p-value) of this test is greater than 0.05, then the data is considered normally distributed. Then the homogeneity test (Test of Homogeneity). After ensuring that the data is normally distributed, the next step is to conduct a homogeneity test to determine whether the variance between the two groups (pretest and posttest) is the same. This homogeneity test can be done using the ANOVA test. The significance value of this test must be greater than 0.05 so that the variance of the two groups is considered homogeneous. Then analyze the data using the t-test. After ensuring that the data is normally distributed and the variance is homogeneous, data analysis was carried out using the t-test. The t-test is used to compare the average pretest and posttest scores. If the significance value of the t-test is less than 0.05, then it can be concluded that there is a significant difference between the pretest and posttest results, which indicates the effectiveness of the learning media used.

Based on the results of the analysis, if there is a significant difference between the pretest and posttest results, it can be concluded that the learning media used is effective in improving students' skills in the learning being studied. Conversely, if there is no significant difference, the learning media may be less effective and requires additional evaluation. The test analysis data are as follows:

Comparison	Mean	value
29.8	60.5	Pre-test
	90.3	Post-test

the t analysis calculated from the output is -9.545. With a degree of freedom (df) of 29.8 obtained from $(n - 1 = 30 - 1 = 29)$, the t table value obtained is 1.696. Therefore, the calculated t value is $-9.545 < -1.696$.

In addition, it can be seen in the table that the significance level is $0.000 \leq 0.05$, which indicates that the results of the initial ability test and the final ability test show a difference in learning outcomes through interactive digital media using wordwall.

The effectiveness of the learning media used can be seen from the effect size tested through the t test. The decision-making process in the t test can be based on two things,

namely comparing the calculated t value with the t table value or comparing the significance value with the probability value of 0.05.

5. DISCUSSION

The application of word wall media in Arabic language learning is very significant, the application of media appropriately provides satisfactory learning outcomes, namely learning becomes practical and tactical, wordwall becomes a practical media used in learning, and word wall media becomes effective so that it can improve Arabic language learning outcomes in the realm of vocabulary, text comprehension, and mastery of Arabic language structures and rules.

The results of this study have strengthened the hypotheses of previous studies. First, that the use of Wordwall in the learning process can significantly improve students' mastery of Arabic. Second, that learning using Wordwall feels more fun and helps them understand the material. Overall, Wordwall has proven to be an effective media in increasing student motivation and understanding in learning Arabic. Third, that the use of Wordwall as a learning medium has proven effective in improving Arabic vocabulary mastery.

This study implies that practical and effective learning must be supported by representative, up-to-date learning media as well as the competence and skills of Arabic language teachers in mastering and using information technology-based learning media.

This research is limited to the application of word wall media in learning, so it is necessary to research the development of interactive learning media designs for Arabic language learning that are adjusted to the curriculum as well as the design of Arabic language competency tests that we often call TOAFL.

6. CONCLUSION

The stages of learning Arabic using wordwall media are relatively practical, starting with working on quiz questions to master Arabic language competencies including; vocabulary mastery, mastery of reading texts, mastery of language structure and Arabic language rules. The second step is to review the results or scores of the quiz. The third step is to discuss Arabic language material according to the target learning objectives. The fourth step is to summarize Arabic language material and the fifth step is to explain the impressions of learning and provide practice questions for students to work on at home.

The results of Arabic language learning using Wordwall show that this media is effective in improving students' Arabic language skills at Madrasah Aliyah. This media is practical because it provides a more dynamic and organized learning experience according to the curriculum. The use of Wordwall not only increases students' interest in learning but also facilitates better interaction in Arabic language learning through a technological approach that is easy to access and use.

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