

Utilization of Wordwall Media to Improve Learning Outcomes of Madrasah Aliyah Students in Arabic Language Learning in Cianjur, West Java

Pemanfaatan Media Wordwall untuk Meningkatkan Hasil Belajar Siswa Madrasah Aliyah pada Pembelajaran Bahasa Arab di Cianjur Jawa Barat

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Abstract

The results of learning Arabic in Tarkīb learning for grade X students at MAN 2 Cianjur generally have yet to reach the Minimum Completeness Criteria (KKM) set by the madrasah. This is due to the monotonous learning process and the need for more student activity in the learning process. Therefore, using innovative learning media that can make students actively ask questions and provide feedback in the learning process, including word wall learning media, is very important. This study aims to improve the Arabic learning outcomes of grade X MAN 2 Cianjur students on the rule material (tarkīb) using wordwall media. The research method used is classroom action research with data collection techniques in the form of observation, tests, and documentation. The results of this study show that word wall media can improve student learning outcomes in Arabic language subjects and rule material (tarkīb) for grade X students at MAN 2 Cianjur. Thus, word wall learning media can be an alternative solution for Arabic teachers who face problems related to low student learning outcomes on the rule material (tarkīb).

Keywords: Arabic, Learning Outcomes, Media, Tarkīb, Wordwall

Abstrak

Hasil pembelajaran bahasa Arab pada pembelajaran *Tarkīb* siswa kelas X MAN 2 Cianjur secara umum belum mencapai Kriteria Ketuntasan Minimal (KKM) yang ditetapkan oleh pihak madrasah. Hal ini disebabkan proses pembelajaran yang monoton dan perlunya lebih banyak keaktifan siswa dalam proses pembelajaran. Oleh karena itu, penggunaan media pembelajaran inovatif yang dapat membuat siswa aktif bertanya dan memberikan feedback dalam proses pembelajaran, termasuk media pembelajaran *Wordwall*, sangatlah penting. Penelitian ini bertujuan untuk meningkatkan hasil belajar bahasa Arab siswa kelas X MAN 2 Cianjur pada materi kaidah (*tarkīb*) dengan menggunakan media *Wordwall*. Metode penelitian yang digunakan adalah penelitian tindakan kelas dengan teknik pengumpulan data berupa observasi, tes, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa media *Wordwall* dapat meningkatkan hasil belajar siswa pada mata pelajaran bahasa Arab dan materi kaidah (*tarkīb*) siswa kelas X MAN 2 Cianjur. Dengan demikian, media pembelajaran *Wordwall* dapat menjadi alternatif solusi bagi guru bahasa Arab yang menghadapi permasalahan terkait rendahnya hasil belajar siswa pada materi kaidah (*tarkīb*).

Kata Kunci: Bahasa Arab, Hasil Belajar, Media, *Tarkīb*, *Wordwall*

Introduction

Arabic, apart from being a language of communication, also has an essential role as a tool to understand Islam. This is closely related to the authentic Arabic sources of Islam in the form of the Qur'an and Hadith. Inadequate mastery of Arabic can lead to misunderstanding the holy book and reduce the enthusiasm to learn Islam from its authentic sources. Therefore, madrasah, as a school with Islamic characteristics, plays a vital role in educating students to master Arabic.

Based on the Decree of the Minister of Religious Affairs number 183 of 2019, Arabic language learning in madrasahs is oriented to provide students with four language skills (*al-Mahārah al-Lugawiyah*). The four skills in question are listening skills (*mahārah istimā'*), speaking skills (*mahārah kalām*), reading skills (*mahārah qirā'ah*), and writing skills (*mahārah kitābah*). These four language skills are inseparable from learning *tarkīb* because reasonable and correct Arabic rules must carry out language skills.

Tarkīb is a set of rules or rules of the Arabic language that is used as a tool to understand a sentence both orally and in writing. Mastery of *tarkīb* is one of the skills considered the basis of Arabic language ability. Therefore, *tarkīb* learning becomes an inseparable part of learning Arabic. Understanding *tarkīb* is a competency that Arabic language learners, including madrasah students, must master.

Teachers must assess student learning outcomes to measure and determine the achievement of student competence in Arabic language learning and efforts to improve the

learning process. The assessment of knowledge aspects can be done through written tests, oral tests, and assignments by the competencies assessed. The success of the learning process is measured based on the Minimum Completeness Criteria (KKM) set by the madrasah.

Based on the documentation of student learning outcomes obtained from the previous semester's assessment, the average score of grade X MAN 2 Cianjur students on the *tarkīb* material still has not reached KKM, which is 57.00. This is due to the assumption that *tarkīb* learning is challenging and too complex, the monotonous learning process is limited to explaining and giving examples, and there needs to be more student activity in the learning process where students are not actively asking questions and giving feedback. In addition, innovative and exciting learning media for students still needs to be improved. Based on the facts, innovation is needed in Arabic learning, especially in *tarkīb* learning. Innovations that can be done include using learning media that suits the needs of students and the characteristics of the material taught. Mahmuda revealed that using media can help students improve understanding, present material interestingly, arouse curiosity and interest and increase student motivation. Using innovative learning media such as Power Point, audiovisual, or word wall game media is expected to influence student learning outcomes related to *tarkīb* material positively.

Wordwall is a website-based online game application that can be used as a learning medium. This website provides several examples of games created by teachers that can help new users design games based on the learning material needed. Wordwall can also be used to develop and review assessments in learning. Some of the advantages of Wordwall include free for primary mode with several templates. Various types of players on this website include crossword, quiz, and random cards. In addition, games that have been made can be sent directly via WhatsApp, Google Classroom, and various other messaging applications. Wordwall is widely developed as a medium for learning foreign languages, including Arabic.

Several previous research results are relevant to this research, including by Abdul Azis Fakhruddin et al. entitled "Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junior High School Students." This study concluded that word wall applications are practical in increasing mastery of Arabic vocabulary and raising students' fun, interest, enthusiasm, and motivation in learning the Arabic language. Then, a study entitled "Can Wordwall Application Improve Students' Arabic Mastery?" was written by

Muhammad Nur Kholis et al. This study concludes that students' Arabic language skills have improved after using Wordwall media in the learning process.

Research by Adelia Savitri and Kusnarto entitled "Utilization of Wordwall Educational Games as an Evaluation of Online Indonesian Learning in Higher Education". The results of this study show that using word walls increases understanding and interest and suppresses student saturation in learning Indonesian. Next, the research entitled "Development of Wordwall Application-Based Interactive Learning Media to Improve Children's Cognitive Creativity in English Lessons" by Novyanti et al. This study concluded that Wordwall application-based learning media could increase students' cognitive creativity, characterized by improved learning outcomes after using Wordwall applications and learning.

Another study is "The Use of Wordwall Learning Media to Increase Student Interest and Learning Motivation in Thematic Learning in Elementary Schools" by Siti Faizatun Nissa and Novida Renoningtyas. The results of this study concluded that the use of word wall media increased student interest and motivation in grade II thematic learning. Furthermore, research by Tika Nurul Hidayati entitled "The Effectiveness of Online Learning Media Development Wordwall Game PAI Subjects SMPN 3 Bengkulu Tengah in the New Normal Era". This study concluded that the overall use of word wall games in learning PAI halal and haram food and beverage materials is very effective and exciting.

Next, research on *tarkīb* learning by Moch Arif Andika entitled "*Tarkīb* Game Learning Media for Class XI Madrasah Aliyah *Tarkīb* Learning". The results obtained from this study show that *Tarkīb* game learning media can make lessons more fun. Terakhir hasil penelitian berjudul "Peningkatan Keterampilan Siswa dalam Memahami *Tarkīb Na'at* and *Man'ut* with Think Talk Write (TTW) Learning Model and Audio Visual Media for Madrasah Aliyah Students" written by M. Wildan Awwiby and Chusnul Chotimah. The results showed increased students' understanding of *Tarkīb na'at* and *man'ut* material after using the Think Talk Write (TTW) model with audiovisual media.

Some of the research above is relevant to research carried out by researchers on wordwall game media in learning, and other research is relevant to *tarkīb* education. This study focused on word wall game media in learning Arabic subjects. In addition, the locus of research is located at MAN 2 Cianjur. This study aims to improve the Arabic learning outcomes of grade X MAN 2 Cianjur students on the rule material (*tarkīb*) using wordwall media.

The research method used is classroom action research with a qualitative approach. Classroom Action Research (PTK) is a classroom context research activity carried out to solve learning problems faced by teachers, improve the quality and learning outcomes, and test new things in learning to improve quality and learning outcomes.¹ Action in this study consists of two cycles; each consists of four stages: planning, implementation, observation, and reflection.

According to Sugiyono, data collection techniques in qualitative research can be done by observation, interviews, questionnaires, documentation, and a combination of the four.² The data collection techniques used are testing, documentation, and observation, where researchers play the role of observers and teachers. Although test-based data collection techniques are typically used in quantitative research, classroom action research can use cumulative data if necessary.³ The resulting data is used to describe the changes that occur: changes in student achievement, student performance, and classroom atmosphere.⁴

This class action research is at MAN 2 Cianjur St. Sindanglaya, 29 Pacet, Cianjur. The study subjects were X-2 MAN 2 Cianjur students for the 2022/2023 school year. This class comprises 38 students, including 14 boys and 24 girls.

Result and Discussion

This class action research is carried out in two research cycles. Each research cycle consists of four stages: planning, action, observation, and reflection. The first cycle will be held on January 18, 2023; process two will be held on January 25, 2023.

Cycle I

1. Planning: At this stage, researchers who are also subject teachers prepare lesson plans with *Tarkīb أقسام الفعل* and learning media in the form of

¹Ani Widayati, "Penelitian Tindakan Kelas," *Jurnal Pendidikan Akuntansi Indonesia* 6, no. 1 (14 April 2014), <https://doi.org/10.21831/jpai.v6i1.1793>. 89

²Sugiyono Sugiyono, *Meode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2015). 309

³Widayati, "Penelitian Tindakan Kelas." 89

⁴Dwi Susilowati, "Penelitian Tindakan Kelas (Ptk) Solusi Alternatif Problematika Pembelajaran," *JURNAL ILMIAH EDUNOMIKA* 2, no. 01 (19 Februari 2018), <https://doi.org/10.29040/jie.v2i01.175>. 43

games made on the wordwall.net website. At this stage, researchers register on the wordwall.net website using e-mail. Once written, the researcher completes the requested data. The next step is to create a game by clicking Create Activity, then choosing one of the available templates in the form of games, grouping verbs into three categories, namely *fi'il maḍi*, *fi'il muḍari'*, or *fi'il amr*. Then, write the title and description of the game, followed by making a quiz with the material أقسام الفعل. After the quiz creation is complete, it ends by clicking the done menu.



Picture 1. Games's Apperance

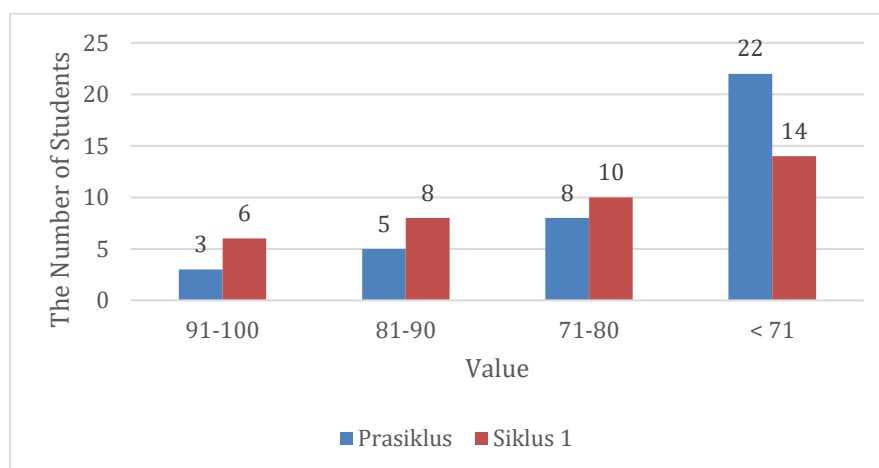
2. Action implementation: The learning process in the classroom is carried out in one meeting with a duration of 3x45 minutes (three lesson hours).
 - a. Introduction: (1) The introductory activity begins with an opening greeting, praying to start learning, and checking student attendance, (2) The teacher informs students about the purpose and learning material, (3) The teacher explores students' initial knowledge related to the أقسام الفعل material by asking students to write down some words included in *fi'il* (verbs) and classify them into *fi'il* divisions (namely *fi'il maḍi*, *fi'il muḍari'*, or *fi'il amr*) that will be used as pre-test scores.

- b. Core activities: 1) The teacher writes the learning material on the board with the mind mapping presentation, then explains it, and students pay attention to the teacher's explanation. 2) The teacher presents examples of words that include namely *fi'il maḍi*, *fi'il muḍari'*, or *fi'il amr..* 3) Students are asked to name words, including namely *fi'il maḍi*, *fi'il muḍari'*, or *fi'il amr.*, orally by turn. 4) Students are allowed to ask questions, discuss, gather information, and exchange information about the material أقسام الفعل. 5) The teacher presents some example sentences containing namely *fi'il maḍi*, *fi'il muḍari'*, or *fi'il amr.* 6) Students play online games on the wordwall.net website by clicking on the link shared on the WhatsApp group. While playing the game, students can ask questions and give feedback to the teacher if they find difficulties related to the game or understanding the material. 7) Teachers and students make conclusions about the things that have been learned related to the material أقسام الفعل. 8) Students are then allowed to ask questions that are not understood, and 9) Teachers and students conclude essential things related to the learning material together.
 - c. Closing: 1) Students are asked to write down five words included in *fi'il maḍi*, five *fi'il muḍari'*, or five *fi'il amr* within 20 minutes, which will be assessed as a post-test. 2) Students and teachers reflect on the learning that has been carried out, 3) Students express moral messages obtained from learning, and 4) Teachers convey plans for the following meeting activities and then close the learning by praying together.
3. Observation: In the first cycle, students need to follow the learning process to be complete. At the time of the pre-test, 5 out of 38 students in the class could not even write down examples of words included in *fi'il* (verbs). When the teacher conveys a general description of the material to be studied in the learning process, students show interest in learning Arabic. Then, when they started playing the word wall game, the students showed

enthusiasm by saying words such as "hurrah," "yes," and "Alhamdulillah" when playing the game successfully. Still, some students had difficulty playing the game because the smartphone screen could not display writing with the correct arrangement of letters (randomly arranged). To overcome the problem, the teacher advised the concerned student to borrow a friend's smartphone. In this cycle, some students need help with technical treatment and understanding the material but hesitate to ask. Therefore, the teacher approached the student and asked what the teacher could help with.

4. Reflection: The pre-test results showed that students still needed help to classify *fi'il* (verbs), even if some could not provide examples of words included in *fi'il* (verbs). After the learning process using word wall game media, the students' post-test results showed an increase in mastery of the material أقسام الفعل. Students who scored above KKM increased to 63.1% of all students in the class. Based on these results, in the next cycle, the teacher must repeat the explanation of the material and find solutions so that the game can be played on each student's smartphone.

This study showed an increase in grade X-2 MAN 2 Cianjur students' learning outcomes in Arabic subjects. In the first cycle, there was an increase in student learning outcomes where students who obtained scores above KKM (>71) increased from 16 students to 24 students. In other words, students who scored above KKM increased to 63.1%, as shown by the following chart:



Picture 2. Chart 1 Cycle 1

Cycle II

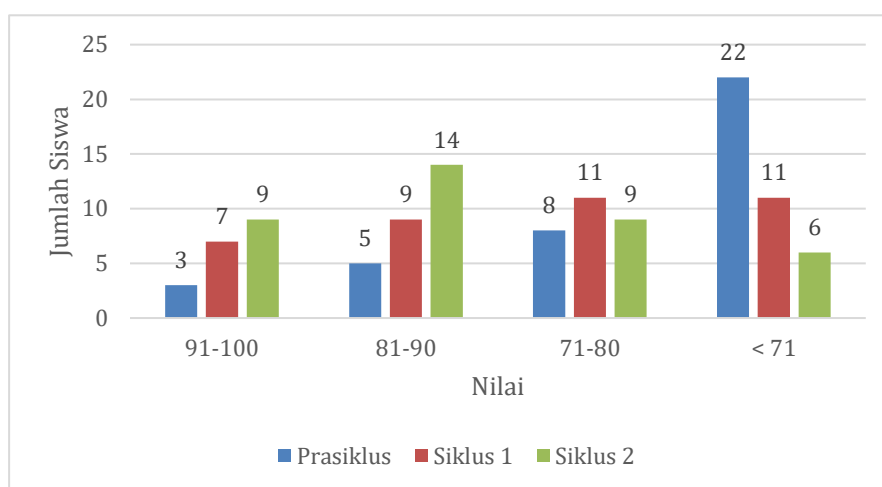
1. Planning: Cycle II is planned based on reflection on the implementation of Cycle I. Cycle II is carried out with the same four stages as Cycle I. Researchers and subject teachers prepare lesson plans corrected for deficiencies in the first cycle and material. The material presented is material أقسام الفعل.
2. Action implementation: The learning process in the classroom is carried out in one meeting with a duration of 3x45 minutes (three lesson hours).
 - a. Introduction: (1) The introductory activity begins with an opening greeting, praying to start learning, and checking student attendance, (2) The teacher informs students about the purpose and learning material, (3) The teacher explores students' initial knowledge related to the أقسام الفعل material by asking students to write down some words included in *fi'il* (verbs) and classify them into *fi'il* divisions (*fi'il maḍi*, *fi'il muḍari'*, or *fi'il amr*) which will be used as pre-test scores.
 - b. Core activities: 1) The teacher writes the learning material on the board with the mind mapping presentation, then explains it, and students pay attention to the teacher's explanation. 2) The teacher presents examples of words that include *fi'il maḍi*, *fi'il muḍari'*, or *fi'il amr*. 3) Students are asked to

- name words, including *fi'il maḍi*, *fi'il muḍari'*, or *fi'il amr*, orally by turn. 4) Students are allowed to ask questions, discuss, gather information, and exchange information about the material أقسام الفعل. 5) The teacher presents some example sentences containing *fi'il maḍi*, *fi'il muḍari'*, or *fi'il amr*. 6) Students play online games on wordwall.net website by clicking on a link that has been shared on a WhatsApp group or copying the link and pasting it on the Google search engine because if it opens in other search engines such as Opera Mini, then the writing with Arabic characters will not be read (based on the results of the first cycle reflection). While playing the game, students can ask questions and give feedback to the teacher if they find difficulties related to the game or understanding the material. 7) Teachers and students make conclusions about the things that have been learned related to the material أقسام الفعل. 8) Students are then allowed to ask questions that have not been understood, and 9) The teacher and students conclude essential things related to the learning material.
- c. Closing: 1) Students are asked to write down five words included in *fi'il maḍi*, five *fi'il muḍari'*, or five *fi'il amr* within 20 minutes, which will be assessed as a post-test. 2) Students and teachers reflect on the learning that has been carried out, 3) Students express moral messages obtained from learning, and 4) Teachers convey plans for the next meeting and then close the learning by praying together.
3. Observation: In cycle II, students already have learning experiences from process I, so learning activities are easier to understand. When playing the game, the teacher instructs students to copy the link on the Google search engine so that no more students can play it on their smartphones. In the second cycle, students are more active in asking questions and providing feedback during learning. Students also completed the round of classifying *fi'il* (verbs) on the wordwall.net page faster. When post-test, in general,

students can write down five words included in *fi'il maḍi*, five *fi'il muḍari'*, or five *fi'il amr*, although some still need to be corrected.

4. Reflection: In cycle II, students' understanding of learning *tarkīb* material أقسام الفعل has increased. The pre-test results in cycle II showed that there were students who scored 100, while the post-test results showed 9 students who scored 91-100, 14 students scored 81-90, and 9 students scored 71-80. In the second cycle, students who obtained learning outcomes in Tarkīb learning above KKM increased to 32 or 84.2% of the total X-2 grade students, totaling 38.

In the second cycle, students who obtained learning outcomes in *tarkīb* learning above KKM increased to 32 or 84.2% of the total X-2 grade students, totaling 38. The following is a chart of student learning outcomes in cycle II:



Picture 3. Chart 2 Cycle 2

Wordwall media helps students understand the learning of Arabic subjects so that there is an increase in student learning outcomes.

The term learning media has various meanings. Bloove in Rasidi gives the understanding that the media is a tool that has the function of conveying messages. Learning media is understood as a tool that serves to get learning messages. Learning is a communication process between learners, teachers, and teaching

materials.⁵ As for Gagne and Briggs, learning media includes tools that are physically used to convey the content of teaching materials, including books, tape recorders, video tapes, video recorders, film recorders, slides, photos, graphic images, television, and computers. Media is a component of learning resources or physical equipment that contains learning materials in the student environment that can stimulate students to learn.⁶

The use of learning media by a teacher aims to: 1) Clarify information or teaching messages; 2) Exert pressure on essential parts, 3) Provide a variety of teaching; 4) Clarify the structure of teaching; and 5) motivate students' learning process.⁷

Learning media is vital in learning foreign languages, including Arabic language learning. Various previous studies have proven the effectiveness of the use of media in learning foreign languages (Arabic). In the realm of the teaching and learning process, learning media has three critical roles, namely: (1) The role as an attention grab, its role as an attractor for student attention, the media inviting the attention of students to increase the sense of desire and students and convey information, (2) The role of communication (communication role) in its role as a communication smoother, the media plays a role in encouraging and helping students to understand specific messages that to be conveyed by the teacher, and (3) The role of retention (retention role), in the role of media retention helps learners to remember essential concepts acquired during the lesson.⁸

Based on the research results above, word wall media has succeeded in acting as a medium for learning foreign languages, such as learning Arabic *tarkīb* material. First, word wall media is an attention role for students in learning. This is evidenced by students' enthusiasm in participating in cycle I learning and student activeness in asking questions and providing feedback during education in cycle II. Student enthusiasm, activeness in asking questions, and activeness in providing feedback are

⁵Abdul Wahab Rosyidi, *Media Pembelajaran Bahasa Arab* (Malang: UIN-Maliki Press, 2017), 19

⁶*Ibid...* 26

⁷*Ibid...* 27-28

⁸Abdul Wahab Rosyidi, *Media Pembelajaran Bahasa Arab* (Malang: UIN-Maliki Press, 2017), 20

indicators of increased student interest. It can be concluded that Wordwall media can increase student interest or attract student attention.⁹ This conclusion is reinforced by Nissa's research, which suggests that using word wall media can increase student interest in learning based on aspects of student activity.¹⁰ Fakhruddin also stated that Students showed enthusiasm for the learning process. They compete with each other to try to play the game so that learning becomes more interesting and exciting.¹¹

Second, word wall media acts as a communication role. It can be seen from the observations in the first cycle in the preliminary stage that many students still need help giving examples of *fi'il* and finding it challenging to classify أقسام الفعل. The total number of students with scores above KKM was 16 out of 38. However, after using word wall media in cycle I, students whose scores were above KKM increased to 24 and in cycle II to 32. This shows that wordwall media can help students understand the message that the teacher wants to convey. Azizah, in her research, also proved that word wall media could increase students' vocabulary mastery. In this case, it can be interpreted that the teacher's message is conveyed to students with the help of wordwall media.¹²

Third, wordwall media has a retention role, where Wordwall can help students remember important concepts acquired while learning Arabic subjects. This can be seen from the increase in student learning outcomes in cycle I, with as many as eight students, and in process II, eight students, so the total increase in students whose scores are above KKM is as many as 16. This proves that word wall media has

⁹Nur Aidah dan Nurafni Nurafni, "ANALISIS PENGGUNAAN APLIKASI WORDWALL PADA PEMBELAJARAN IPA KELAS IV DI SDN CIRACAS 05 PAGI," *PIONIR: JURNAL PENDIDIKAN* 11, no. 2 (7 Juli 2022), <https://doi.org/10.22373/pjp.v11i2.14133>.

¹⁰Siti Faizatun Nissa dan Novida Renoningtyas "Penggunaan Media Pembelajaran Wordwall untuk Meningkatkan Minat dan Motivasi Belajar Siswa pada Pembelajaran Tematik di Sekolah Dasar" *Edukatif: Jurnal Ilmu Pendidikan*, Vol. 3 No. 5 (2021).

¹¹ Abdul Aziz Fakhruddin, "Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junior High School Students," *Arabiyatuna Jurnal Bahasa Arab*, Vol. 5. No. 2 (November 2021)

¹²Azizah, H. N. (2020). Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall. *Alsuniyat*, 1(1), 1-16

a retention role in the form of consistency in student understanding and student memory of concepts obtained during the learning process.

Researchers concluded that Wordwall media has all the roles that foreign language learning media must have so that this media can improve student learning outcomes. Students who obtained learning outcomes in Tarkīb learning above KKM increased to 32 or 84.2% of the total X-2 class students, totaling 38. Based on the interpretation of Arikunto's percentage quoted by Pratama, 84.2% is included in the very positive category.¹³ This research is limited to *tarkīb* material only. So, there needs to be further research and in-depth analysis related to the influence of word wall media in improving Arabic learning outcomes using research or other analysis methods. However, this study can strengthen previous research on improving learning outcomes using wordwall media.

Conclusion

Through classroom action research using wordwall media, it can be concluded that there is an increase in student learning outcomes in learning Arabic subjects for grade X students at MAN 2 Cianjur. Wordwall media fosters student enthusiasm in following the learning process makes students more active in asking questions and giving feedback, and makes students remember the concepts taught during learning. Thus, word wall learning media can be an alternative solution for Arabic teachers who face problems related to low student learning outcomes in Tarkīb learning materials.

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