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Implementation of Wordwall Media in Learning Morphology (Morphology): A Qualitative Study on PBA Students

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ABSTRACT

This study aims to examine the implementation of Wordwall as a digital learning media in teaching Ilmu Sharaf to students of Arabic Language Education (PBA). The study is grounded in the increasing demand for innovative instructional media that can facilitate the comprehension of sharaf concepts, which are inherently abstract and linguistically complex. This research adopts a qualitative method with a library research approach, focusing on the systematic review and critical analysis of relevant scholarly sources, including peer-reviewed journal articles, academic books, and prior empirical studies. The findings reveal that Wordwall serves as an effective instructional tool in enhancing students' learning motivation, active participation, and conceptual understanding through its interactive features, such as gamified quizzes and digital exercises. Moreover, its integration supports the implementation of student-centered learning and promotes flexible learning environments. Nevertheless, its effectiveness is contingent upon educators' pedagogical competence in designing appropriate learning content and the availability of adequate technological infrastructure. In conclusion, Wordwall represents a viable and effective alternative for technology-enhanced learning in Ilmu Sharaf instruction.

Keywords: Wordwall; Morphology; Digital Learning

ABSTRAK

Penelitian ini bertujuan untuk mengkaji implementasi Wordwall sebagai media pembelajaran digital dalam pengajaran Morphology pada mahasiswa Pendidikan Bahasa Arab (PBA). Penelitian ini dilatarbelakangi oleh meningkatnya kebutuhan terhadap media pembelajaran inovatif yang mampu memfasilitasi pemahaman konsep-konsep sharaf yang bersifat abstrak dan kompleks secara linguistik. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kepustakaan melalui telaah sistematis dan analisis kritis terhadap berbagai sumber ilmiah yang relevan, seperti artikel jurnal bereputasi, buku akademik, serta hasil penelitian terdahulu. Hasil penelitian menunjukkan bahwa Wordwall merupakan media pembelajaran yang efektif dalam meningkatkan motivasi belajar, partisipasi aktif, serta pemahaman konsep mahasiswa melalui fitur-fitur interaktif yang dimilikinya, seperti kuis berbasis gim dan latihan digital. Selain itu, penggunaan Wordwall juga mendukung penerapan pembelajaran yang berpusat pada mahasiswa serta menciptakan lingkungan belajar yang fleksibel. Namun demikian, efektivitas penggunaannya dipengaruhi oleh kompetensi pedagogis pendidik dalam merancang materi pembelajaran yang sesuai serta ketersediaan infrastruktur teknologi yang memadai. Dengan demikian, Wordwall dapat menjadi alternatif media pembelajaran berbasis teknologi yang efektif dalam pembelajaran Morphology.

Kata kunci: Wordwall; Morphology; Pembelajaran Digital.

INTRODUCTION

Arabic language learning in higher education, particularly in the Arabic Language Education (PBA) study program, plays a strategic role in equipping students with linguistic and pedagogical competencies (Rahmawati, 2019). One branch of Arabic linguistics that has a high level of complexity is *Morphology* (morphology), which studies the changes in word forms in Arabic and the meanings contained within them. Mastery of *Morphology* serves as an essential foundation for understanding Arabic texts in depth (Kamaluddin et al., 2024).

However, in practice, *Morphology* is often considered a difficult subject by students (Ainin, 2006). This is due to the abstract and systematic nature of the material, which requires strong analytical skills. (Tri Yulia Wijayanti & Ferki Ahmad Marlion, 2019) In addition, conventional teaching methods remain a contributing factor that hinders students' understanding of the subject (Nofrizal et al., 2022).

Along with the development of information and communication technology, the world of education has undergone significant transformation, particularly in the use of learning media (Suleman, 2018). Digital-based learning media has become one of the solutions to improve the quality of the teaching and learning process (Sari, 2020). The use of interactive media is considered capable of increasing students' motivation, interest, and engagement in learning (Hanif et al., 2022).

In the context of Arabic language learning, the use of digital media is increasingly relevant, considering the inherent complexity of the language (Megawati Idris, Suwito Eko Pramono, 2025). Innovative learning media are expected to help students understand linguistic concepts more easily and enjoyably (Marlion et al., 2025). Therefore, the integration of technology in learning *Morphology* has become an unavoidable necessity (Misie Aditiyarini, 2025).

One of the digital learning media that has recently gained popularity is Wordwall. This platform provides various interactive features such as quizzes, educational games, and digital-based exercises that can be tailored to learning needs. Wordwall enables lecturers to create a more dynamic and participatory learning environment.

The use of Wordwall in learning has the potential to enhance active student engagement. Its gamification features can create an enjoyable learning experience, reducing students' burden in understanding complex materials (Mayoga et al., 2025). This is particularly important in learning *Morphology*, which often requires persistence and repetitive practice (Kamaluddin et al., 2022).

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Moreover, Wordwall supports the principle of student-centered learning, where students actively participate in the learning process (Gustinata & Marlion, 2021). Thus, students are not merely recipients of information but are also involved in exploring and understanding the material independently (Arsyad, 2010).

Nevertheless, the implementation of digital learning media is not without challenges. Lecturers' readiness to integrate technology into learning is a key factor for success. In addition, the availability of technological infrastructure also affects the effectiveness of its use.

Previous studies have shown that the use of digital-based learning media can improve learning outcomes and student motivation. However, studies specifically discussing the implementation of Wordwall in learning *Morphology* are still relatively limited. This indicates a research gap that needs further investigation.

Furthermore, most previous studies have primarily used quantitative approaches focusing on measuring learning outcomes (Asrori, 2010). Meanwhile, studies employing qualitative approaches, particularly literature review methods, remain scarce (Ferki Ahmad Marlion & Ahmad Dardiri, 2019). In fact, such approaches are important for gaining a deeper understanding of the concepts and implementation of learning media from a theoretical perspective.

The literature review approach allows researchers to examine various scientific sources comprehensively in order to obtain an in-depth understanding of the research topic. Thus, this study is not only descriptive but also analytical regarding the concepts and practices of using Wordwall media in learning *Morphology*.

In this context, research on the implementation of Wordwall in learning *Morphology* is important to conduct (Ferki Ahmad Marlion et al., 2021). This study is expected to contribute to the development of more innovative and effective Arabic language learning media.

Furthermore, this research is also relevant to the demands of learning in the digital era, which emphasizes the use of technology as an integral part of the educational process. Therefore, the results of this study are expected to serve as a reference for lecturers and educational practitioners in developing learning strategies that are adaptive to current developments.

By considering the various problems and potentials, an in-depth study on the implementation of Wordwall media in learning *Morphology* is necessary. This study is expected to provide a comprehensive overview of its advantages, disadvantages, and implications in the

context of higher education.

Based on the above explanation, the focus of this research is to analyze the implementation of Wordwall media in learning *Morphology* among PBA students through a qualitative approach using a literature review method. This study is expected to fill the gap in previous research and provide both theoretical and practical contributions to the development of Arabic language learning.

The objective of this research is to describe and analyze the role and effectiveness of Wordwall media in improving students' understanding of *Morphology*, as well as to identify the factors that support and hinder its implementation.

Thus, this study is expected not only to provide academic benefits but also to serve as a basis for developing more effective, interactive, and relevant learning media innovations that meet students' needs in the digital era.

RESEARCH METHODOLOGY

This study employs a qualitative approach using a library research method. The qualitative approach is chosen because this research aims to gain an in-depth understanding of the concept and implementation of Wordwall media in learning *Morphology* among students of the Arabic Language Education program. This approach emphasizes meaning analysis, interpretation, and comprehensive understanding of phenomena based on relevant written sources (Mahsun, 2004).

Library research is used as the primary method in this study, involving the review of various scientific literatures related to the research topic (Nofrizal & Ferki Ahmad Marlion, 2025). This study does not involve direct field data collection; instead, it focuses on searching, collecting, and analyzing data from credible academic sources. Thus, the findings are expected to provide a deep theoretical understanding of the use of Wordwall media in learning *Morphology*.

The data sources in this study consist of primary and secondary data (Sugiono, 2015). Primary data include scientific journal articles that specifically discuss the use of Wordwall media in learning, both in the context of Arabic language learning and language learning in general. Meanwhile, secondary data include books, previous research findings, and other relevant literature related to digital learning media and *Morphology*.

Data collection is carried out through documentation techniques by exploring various literature sources from academic databases such as Google Scholar and accredited journals. This

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process begins with determining relevant keywords, such as Wordwall, digital learning media, *Morphology*, and Arabic language learning. The collected literature is then selected based on its relevance to the research focus.

The criteria for selecting sources in this study include credibility, relevance, and recency (Sugiono, 2009). The selected sources are primarily derived from indexed scientific journals and academic books with recognized authority in their respective fields, published within the last 5–10 years. This ensures that the data used are up-to-date and scientifically reliable.

After the selection process, the data are classified based on specific themes, such as the concept of Wordwall media, its advantages and disadvantages, and its implementation in learning. This classification aims to facilitate the analysis process and the systematic presentation of research findings.

The data analysis technique used in this study is content analysis (Tri Yulia Wijayanti et al., 2022). This analysis is conducted by examining the content of the literature in depth to identify patterns, themes, and relationships among concepts relevant to the research focus (Sugiyono, 2018). The analysis process is carried out in stages, starting from data reduction, data display, and concluding with drawing conclusions.

Data reduction is performed by filtering relevant information and eliminating data that are not related to the research. The data are then presented in a systematic descriptive narrative to ensure clarity and understanding. The final stage involves drawing conclusions through data interpretation by identifying relationships among findings and linking them to the theoretical framework used.

To ensure data validity, this study applies source triangulation techniques by comparing various references that are thematically related. Through this technique, the consistency and validity of the data can be verified, thereby enhancing the credibility of the research findings.

By employing this method, the study is expected to provide a comprehensive analysis of the implementation of Wordwall media in learning *Morphology* and its contribution to improving the quality of Arabic language learning in higher education.

RESULT AND DISCUSSION

RESULT

Based on the results of the study conducted through observations during the *Morphology* learning process among students of the Arabic Language Education (PBA) program, it was

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found that the implementation of Wordwall media has a significant impact on classroom learning dynamics. This analysis is based on systematically coded observation data to strengthen the validity of the research findings.

From the aspect of conceptual understanding, the use of Wordwall shows an improvement in students' ability to understand *Morphology* material, particularly in the topic of *tasrif* (word form transformation). This is evident from students' ability to answer practice questions more quickly and accurately (Arifah et al., 2025). Observation data (Obs-1) recorded that "students were able to identify word transformation patterns more systematically after being given Wordwall-based exercises." This indicates that the media is capable of concretizing abstract concepts.

Furthermore, from the aspect of learning motivation, the observation results show an increase in students' enthusiasm in participating in the learning process. This is marked by increased active participation and a sense of competition in completing tasks. Observation data (Obs-2) states that "students appeared more enthusiastic and showed high interest when the learning was presented in the form of interactive games." This indicates an increase in intrinsic motivation in the learning process.

In terms of engagement, the implementation of Wordwall encourages students to be more active during the learning process. Students are not only passive recipients of information but also active participants. Based on observation data (Obs-3), "the majority of students were actively involved in answering questions and interacting with the learning media." This reflects a shift in the learning paradigm from teacher-centered to student-centered.

Additionally, the use of Wordwall also enhances classroom interaction. Interaction occurs not only between lecturers and students but also among students themselves. Observation data (Obs-4) recorded that "students engaged in discussions to determine correct answers and provided explanations to their group members." This shows that the media fosters collaborative learning.

However, the research findings also reveal several challenges in the implementation of this media. One of the identified obstacles is the variation in students' technological skills. Observation data (Obs-5) indicates that "some students experienced difficulties in operating the media during the initial stages of use." This highlights that digital literacy is an important factor in the successful implementation of learning media.

In addition, technical issues such as internet connectivity also affect the effectiveness of

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learning. Observation data (Obs-6) notes that “network disruptions caused delays for students in accessing and completing assigned tasks.” This demonstrates that infrastructure support is an essential aspect that cannot be overlooked.

From a pedagogical perspective, the findings indicate that the success of Wordwall usage is highly influenced by the lecturer’s role in designing the learning process. Observation data (Obs-7) found that “learning was more effective when lecturers designed questions that matched students’ ability levels and learning objectives.” This suggests that effective media must be supported by appropriate instructional design.

Wordwall also functions as a reinforcement tool in learning *Morphology*. Repetitive exercises help students understand and remember word transformation patterns. Observation data (Obs-8) states that “students showed improved ability in recalling *tasrif* patterns after repeated practice using Wordwall.”

Overall, the analysis of these research findings indicates that the implementation of Wordwall media in learning *Morphology* has a positive impact on students’ understanding, motivation, and engagement. Although there are some challenges, the use of this media still holds significant potential when supported by adequate technical and pedagogical readiness.

Procedure for Using the Wordwall Application in Learning *Morphology*. Guidelines for Using Wordwall Media in Learning *Morphology* :

1. **PreparationStage**

At the initial stage, the lecturer prepares the *Morphology* learning materials to be delivered, particularly topics such as *tasrif fi’il*. The lecturer then creates an account on the Wordwall platform and begins designing the learning activities. The lecturer selects appropriate templates, such as multiple-choice quizzes, matching exercises, or word arrangement games. These templates are aligned with the learning objectives to ensure that the material is delivered effectively.

2. **Content Design Stage**

After selecting the template, the lecturer begins to input questions related to *Morphology* materials. The questions may include word transformations, identification of *waḥdan*(patterns), or application within sentences. The content should consider the students’ level of difficulty and be arranged systematically from simple to more complex. This aims to help students understand concepts gradually.

3. **Learning Implementation Stage**

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At this stage, the lecturer shares the Wordwall link or access code with the students. Students can access the media through their devices, such as smartphones or laptops. During the learning process, students work on the questions directly in the form of interactive games. The lecturer acts as a facilitator who guides and directs the learning process.

4. Interaction and Engagement Stage

Students actively participate in answering the questions presented. They may discuss with peers or attempt to answer independently. The scoring and timing features in Wordwall encourage students to focus and complete tasks quickly. This creates a competitive yet enjoyable learning atmosphere.

5. Evaluation Stage

After the activity is completed, the lecturer can immediately review the students' results. Wordwall provides score data that can be used to assess students' level of understanding. This evaluation is formative in nature, allowing the lecturer to identify which parts of the material still need clarification.

6. Follow-up Stage

Based on the evaluation results, the lecturer can provide reinforcement or additional exercises through Wordwall. Students can also repeat the exercises independently to improve their understanding. This stage is important to ensure that learning does not stop in a single session but continues in a sustainable manner.

7. Reflection Stage

Both the lecturer and students conduct reflection on the use of Wordwall media in the learning process. This reflection includes the advantages, challenges, and effectiveness of the media in supporting the understanding of *Morphology*. The results of this reflection can be used as a basis for improving future learning activities.



Figure 1: The Result of Sharaf Learning Media Using Wordwall

DISCUSSION

Learning *Morphology* is an integral part of Arabic language studies that emphasizes understanding word formation changes (*tasrif*) along with their semantic implications (Hermawan, 2011). The complexity of this material requires effective and innovative learning strategies so that students can understand concepts deeply and systematically (Mustofa, 2011). In this context, the use of digital-based learning media becomes a relevant alternative in line with developments in modern education (Hanafi, 2003).

The research findings indicate that the use of Wordwall media provides a significant contribution to improving the quality of *Morphology* learning. The integration of technology into the learning process has been proven to create a more interactive and engaging learning experience. This aligns with the evolving educational paradigm that emphasizes the utilization of technology as part of instructional innovation.

From a theoretical perspective, the use of Wordwall aligns with the constructivist approach, which positions students as active participants in the learning process. Students do not merely receive information passively but are directly involved in constructing their understanding through interaction with learning media. Thus, the learning process becomes more meaningful and contextual.

The implementation of Wordwall in learning *Morphology* is able to concretize abstract concepts. Materials that were previously considered difficult become easier to understand through interactive exercises and engaging visualizations. This demonstrates that learning media plays a crucial role in bridging the gap between theoretical concepts and practical understanding.

The interactive features available in Wordwall, such as quizzes and educational games,

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provide more varied learning experiences compared to conventional methods. This variation contributes to increasing students' interest and reducing boredom during the learning process. Consequently, learning becomes more dynamic and less monotonous.

An increase in students' learning motivation is one of the main findings of this study. Students show greater enthusiasm when learning is presented in the form of interactive games. This indicates that gamification elements in learning can enhance students' intrinsic motivation.

In addition to motivation, student engagement in the learning process also increases significantly. Students become more active in answering questions, participating in discussions, and engaging in learning activities. This reflects a shift in the learning paradigm from lecturer-centered to student-centered learning.

Interaction in the classroom also becomes more intensive with the use of Wordwall. Interaction occurs not only between lecturers and students but also among students. This interaction fosters a collaborative learning environment and supports the exchange of ideas among learners.

The use of Wordwall supports the implementation of student-centered learning. Students are given opportunities to explore materials independently and take responsibility for their own learning processes. This approach is highly relevant in Arabic language learning, which requires repetitive practice and active involvement.

Wordwall also functions as an effective formative assessment tool. Through interactive quizzes, lecturers can directly measure students' level of understanding. The evaluation results can be used as a basis for providing constructive feedback.

Immediate feedback enables students to correct mistakes and improve their understanding more quickly. This accelerates the learning process and helps students achieve the expected competencies. From a cognitive perspective, the use of Wordwall enhances students' analytical skills in identifying word formation patterns in *Morphology*. Students become more trained in recognizing linguistic structures systematically.

Repeated practice through this media also contributes to strengthening students' memory. The repetition presented in a game format makes it easier for students to retain learned concepts. From an affective perspective, students demonstrate more positive attitudes toward learning *Morphology*. They feel more comfortable and less burdened during the learning process, indicating that learning media can influence students' emotional conditions.

From a psychomotor perspective, the use of Wordwall improves students' skills in

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utilizing learning technology (Wulan Kurnia et al., 2026). Students become more familiar with digital tools in the learning process. However, the implementation of Wordwall is not without challenges. One major obstacle is the variation in students' digital literacy levels. Not all students possess the same level of ability in operating technology-based learning media.

These differences can affect learning effectiveness, especially during the initial stages of implementation (Ferki Ahmad Marlion, 2017). Therefore, efforts are needed to improve students' digital literacy through training or guidance. In addition, limited internet access is another challenge in implementing Wordwall. Unstable connections can disrupt the learning process and reduce the effectiveness of media use. Technological infrastructure is thus a crucial factor that must be considered in digital-based learning. Institutional support is necessary to ensure adequate facilities.

From a pedagogical perspective, the success of Wordwall usage is highly influenced by the lecturer's ability to design learning activities. Lecturers must be able to develop materials that align with learning objectives and student characteristics. Systematic and well-planned instructional design is the key to effective media utilization. Without proper planning, the media will not yield optimal results.

Lecturers' pedagogical competence is an important factor in the successful implementation of learning media. They need to continuously develop their ability to integrate technology into teaching practices (Kamaluddin, Ferki Ahmad Marlion, et al., 2023). Wordwall also allows for differentiated learning, where lecturers can adjust the level of difficulty according to students' abilities, making learning more inclusive (Kamaluddin, Marlion, et al., 2023).

This approach provides opportunities for each student to learn according to their individual needs, making the learning process more adaptive. In this study, Wordwall proved effective in improving students' understanding of *tasrif* concepts. Students were able to recognize word formation patterns more easily after using the media.

This finding highlights the important role of interactive media in enhancing linguistic understanding. Visualization and interactivity help students grasp concepts more deeply. In addition, Wordwall functions as a reinforcement tool in learning, where repeated exercises help strengthen students' comprehension.

Learning becomes more flexible since the media can be accessed anytime and anywhere. This flexibility aligns with the characteristics of learning in the digital era. Wordwall also supports self-directed learning, enabling students to learn independently without always relying

on lecturers.

Nevertheless, the lecturer's role remains essential as a facilitator who guides the learning process in accordance with predetermined objectives. The use of Wordwall can also foster healthy competition among students, which can enhance motivation if managed properly. However, excessive competition should be avoided to prevent psychological pressure. Therefore, lecturers must manage classroom dynamics wisely.

Overall, Wordwall introduces variation in teaching methods, which is important for maintaining students' interest and motivation in the long term. These findings are consistent with previous studies indicating that digital learning media can improve learning outcomes and student engagement.

This study provides a specific contribution in the context of *Morphology* learning, which has been relatively underexplored. By using a qualitative approach, this research offers a deeper understanding of the implementation of Wordwall media. The findings can serve as a reference for developing more innovative and effective Arabic language learning media.

The implementation of Wordwall should be adapted to the conditions and needs of each educational institution. Thus, its use in learning *Morphology* can be an effective alternative when supported by adequate technological readiness and pedagogical competence.

In the context of 21st-century learning, digital media such as Wordwall not only serves as a teaching aid but also as a tool for developing students' critical thinking skills (Yuliana Wijayanti & Ahmad Marlion, 2022). Through various interactive questions, students are required to analyze and determine correct answers quickly and accurately.

Furthermore, Wordwall supports the development of higher-order thinking skills (HOTS). Students are not only memorizing patterns but also understanding relationships between word forms and their contextual usage (Refania et al., 2026). The use of this media also contributes to increasing students' self-confidence. When students are able to answer questions correctly in a short time, they develop greater confidence in their abilities.

From a pedagogical standpoint, Wordwall provides opportunities for lecturers to implement problem-based learning (Wijayanti et al., 2022). Questions can be designed based on real-life language use, making learning more contextual. Additionally, Wordwall can serve as a remedial tool for students who experience difficulties, as well as an enrichment tool for those with higher abilities.

Thus, learning can accommodate various levels of student ability. Wordwall can also be

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integrated with other teaching methods, such as group discussions and presentations, creating methodological diversity that enhances overall learning effectiveness.

The use of Wordwall supports the principles of technology-enhanced learning, emphasizing the role of technology in improving education quality. It also helps lecturers manage classrooms more efficiently through automated assessment systems, saving time in evaluation processes.

However, time management is necessary to ensure that the use of interactive media does not reduce the time allocated for in-depth conceptual explanation. Lecturers must balance interactive media use with conceptual teaching to maintain comprehensive learning.

Wordwall also has the potential to increase student engagement in online learning environments, making it highly relevant in distance learning contexts. Students can remain active even without physical classroom presence, ensuring continuous interaction.

From an educational innovation perspective, Wordwall represents a form of digital transformation in Arabic language learning. Its use reflects adaptation to rapid technological advancements. Overall, this discussion reinforces that Wordwall functions not only as a learning medium but also as a pedagogical instrument that enhances learning quality holistically.

Therefore, the integration of Wordwall in *Morphology* learning should continue to be developed and refined to maximize its benefits for students. Its implementation contributes not only to cognitive aspects but also to shaping more systematic learning patterns. Through pattern-based exercises, students become accustomed to identifying word structures progressively.

In Arabic linguistics, *Morphology* is closely related to morphology (Busyro, 2005). Wordwall helps students understand the relationship between root forms and their derivatives in a structured manner. It also allows visualization of *wazan* patterns, which are central to *Morphology* (Shalikhah, 2021).

Furthermore, Wordwall enables the integration of theory and practice simultaneously. Students not only understand concepts but also apply them directly through exercises. Context-based questions help students understand word usage within sentence structures, strengthening contextual comprehension.

Wordwall also develops students' morphological analysis skills, training them to break down words into their root forms and patterns. This skill is essential for understanding both classical and modern Arabic texts. The trial-and-error mechanism in Wordwall accelerates

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learning, encouraging experiential learning where students learn from mistakes.

From a psychological perspective, Wordwall increases students' attention during learning, which positively impacts information processing. It also enhances long-term retention through meaningful repetition presented in engaging formats.

Additionally, Wordwall trains students' thinking speed in recognizing word patterns, an important skill for reading and understanding Arabic texts fluently. The variety of question types supports the development of multiple language skills simultaneously.

In further implementation, Wordwall can be aligned with competency-based curricula, ensuring that activities match learning outcomes. It can also function as a diagnostic tool to identify students' weaknesses, enabling more targeted instructional planning.

Wordwall improves time efficiency in learning, allowing exercises to be completed quickly and systematically (Wati, 2016). It can also be used in group-based competitions, enhancing collaboration and communication among students.

From an evaluation perspective, Wordwall provides data that can be analyzed to assess student progress objectively, making evaluation more data-driven (Munadi, 2013). It also supports differentiated learning by offering various levels of difficulty, creating inclusive learning environments.

In hybrid learning contexts, Wordwall can be used both in face-to-face and online settings, offering flexibility in dynamic educational situations (Hadza et al., 2020). It also enhances students' digital literacy, which is essential in the modern era.

Moreover, Wordwall strengthens lecturer-student relationships through more interactive and communicative learning processes. While its scoring and ranking features can boost external motivation, these must be balanced with appropriate pedagogical approaches to ensure sustainable motivation.

Wordwall can also serve as a reflection tool, allowing students to evaluate their learning outcomes. In the long term, it can become part of institutional digital learning strategies and a means of innovation in Arabic language teaching.

Finally, Wordwall opens opportunities for further research in Arabic language education, particularly regarding its effectiveness, implementation models, and media development. Overall, the implementation of Wordwall in learning *Morphology* contributes broadly to various aspects of learning.

With proper management, Wordwall can serve as an innovative and sustainable learning

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medium. The integration of technology, pedagogy, and content is the key to its successful implementation. Therefore, its use should continue to evolve in line with technological advancements and educational needs, making *Morphology* learning more effective, engaging, and relevant to contemporary demands.

CONCLUSION

Based on the research findings and discussion presented, it can be concluded that the implementation of Wordwall media in learning *Morphology* among students of the Arabic Language Education program plays a significant role in improving both the process and outcomes of learning. The use of Wordwall as a digital learning medium has proven effective in concretizing abstract *Morphology* concepts through interactive and practice-based material presentation. Furthermore, Wordwall contributes to enhancing students' learning motivation, active engagement, and interaction during the learning process. Students are not merely passive recipients of information but become active participants who are involved in exploring and understanding the material independently. This indicates that the use of Wordwall supports the implementation of student-centered learning. From a cognitive perspective, the use of Wordwall improves students' ability to understand word formation patterns (*tasriif*), strengthens memory retention, and develops linguistic analytical skills. Meanwhile, from affective and psychomotor perspectives, this media enhances learning interest, self-confidence, and students' ability to use technology in the learning process.

However, the implementation of Wordwall also faces several challenges, such as differences in students' digital literacy levels and limitations in technological infrastructure, particularly internet access. In addition, the success of this media largely depends on the lecturer's pedagogical competence in designing materials and effectively integrating the media into the learning process. Overall, Wordwall can serve as an innovative, effective, and relevant alternative learning media for *Morphology* in the digital era. With adequate facilities and the readiness of both lecturers and students, this media has the potential to improve the quality of Arabic language learning in a more optimal and sustainable manner.

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