

The Implementation Of A Wordwall-Based Game-Based Learning Model To Enhance Students' Learning Interest In Islamic Religious Education At SMP Al Bukhori Kesilir

Farikhatuz Zahro^{1*}, Nur Wahidah²

University Al-Falah As-Sunniyyah^{*1, 2}

^{*1}email: vyoy47436@gmail.com

²email: nurwahidah924@gmail.com

Abstract: This study aims to describe how the Wordwall-based Game Based Learning model is implemented in Islamic Religious Education subjects and its influence on students' learning interest at SMP Al Bukhori Kesilir. A qualitative approach was applied using a case study design. Data were gathered through observation, interviews, and documentation, then processed through data reduction, data presentation, and conclusion drawing, with data validity tested using triangulation. The results show that the implementation of the Wordwall-based Game Based Learning model is carried out through three main phases: planning, implementation, and evaluation. The application of this model demonstrates a positive contribution to increasing students' learning interest, as evidenced by active involvement, sustained attention, and high enthusiasm during the learning process. This success is supported by students' learning motivation, teacher readiness, and adequate facilities and infrastructure. In addition, this study notes several constraints, namely unstable internet connection, limited learning time allocation, and the heterogeneity of students' abilities in understanding the material.

Keywords: Game Based Learning; Wordwall; Learning Interest; Islamic Education.

Artikel Info

Received:

13 March 2026

Revised:

17 April 2026

Accepted:

19 Mei 2026

Published:

15 June 2026

Abstrak: Penelitian ini dilakukan dengan tujuan untuk memaparkan bagaimana model Game Based Learning berbasis Wordwall diimplementasikan dalam mata pelajaran Pendidikan Agama Islam serta pengaruhnya terhadap minat belajar siswa di SMP Al Bukhori Kesilir. Pendekatan kualitatif diterapkan dengan menggunakan desain studi kasus. Data dihimpun melalui observasi, wawancara, dan dokumentasi, kemudian diolah melalui tahap reduksi data, penyajian data, serta penarikan simpulan, dengan keabsahan

data diuji menggunakan triangulasi. Hasil kajian memperlihatkan bahwa implementasi model Game Based Learning berbasis Wordwall dilaksanakan melalui tiga fase utama, yakni perencanaan, pelaksanaan, dan evaluasi. Penerapan model ini menunjukkan kontribusi positif terhadap peningkatan minat belajar siswa, yang tampak dari keterlibatan aktif, ketekunan perhatian, serta tingginya antusiasme selama proses pembelajaran berlangsung. Keberhasilan tersebut ditunjang oleh motivasi belajar siswa, kesiapan pendidik, serta dukungan sarana dan prasarana yang memadai. Selain hal tersebut, penelitian ini mencatat adanya beberapa kendala, yaitu ketidakstabilan jaringan internet, keterbatasan alokasi waktu pembelajaran, serta heterogenitas kemampuan siswa dalam memahami materi.

Kata Kunci: Game Based Learning; Wordwall; Minat Belajar; Pembelajaran PAI.

A. Introduction

Education is a carefully planned and systematically organized process aimed at creating a conducive learning environment to achieve optimal learning outcomes. Through this process, students are encouraged to actively participate in exploring and developing their various potentials. Education also seeks to foster spiritual and religious values, self-control, well-rounded character development, intellectual abilities, noble morals, and a range of competencies relevant to living as individuals, social beings, and members of society and the nation

This is consistent with the provision stated in Pasal 1 Ayat (1) Undang-Undang Nomor 20 Tahun 2003 concerning the National Education System (Zakki et al., 2022). Education can be understood as the entirety of learning experiences acquired by individuals through various spheres of life, ranging from the family environment and educational institutions to the broader social community, occurring continuously throughout life. Education also encompasses every life situation that contributes to influencing individual growth and development (Febrian Sutansyah & Muadin, 2025).

A learning model is a framework or pattern used to guide the teaching and learning process, consisting of structured stages that direct instruction so that learning activities can be carried out effectively (Purnasari et al., 2022). A learning model is one

of the factors that influences the teaching and learning process (Khoironiya et al., 2025). The selection of a learning model should be aligned with the material to be delivered so that the intended learning objectives can be achieved (Solikhatun et al., 2022). This is in accordance with the principle of gradual learning stated in (QS. An-Nahl: 125), which reads:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ
بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ .

“Invite (people) to the way of your Lord with wisdom and good instruction, and argue with them in the best manner. Indeed, your Lord knows best who has strayed from His way, and He knows best who is rightly guided.”

The verse emphasizes that the delivery of teachings should be carried out with wisdom, using a respectful approach, and applying learning strategies that are adjusted to the conditions and individual needs of each student (Andine et al., 2025).

Learning that applies a game-based approach, commonly known as Game-Based Learning (GBL), is a learning model that integrates game elements into teaching and learning activities (Indriyani & Tofaynudin, 2025). This approach employs key elements of games, such as challenges, curiosity, imagination, and control, to create a more enjoyable and engaging learning atmosphere. As a result, such conditions have the potential to enhance students' motivation as well as their interest in learning (Marom et al., 2025).

One supporting tool considered effective in the learning process is the use of Wordwall media. Wordwall is an internet-based learning platform utilized in classroom activities and designed in the form of interactive games (Fitri, 2024). This platform enables teachers to present learning materials in a more engaging and creative manner, thereby potentially increasing students' interest in learning. Learning interest is an essential aspect of education, particularly in supporting the achievement of instructional goals. It serves as a major driving force that influences students' seriousness in participating in the learning process, encourages them to explore the material more deeply, and helps them develop a more optimal understanding (Sinaga et al., 2025).

Islamic Religious Education (PAI) is a crucial component within the field of education that plays a significant role in shaping religious identity, character formation,

and fostering moral attitudes as well as noble values in students (Rahmadani, 2024). Islamic Religious Education learning does not merely emphasize theoretical understanding of the subject matter, but also contributes to shaping behaviors and attitudes that align with the principles of Islamic teachings, such as honesty, responsibility, respect for differences, and discipline. It serves as a fundamental basis for developing students into individuals with noble character (Lestari et al., 2025).

Based on the explanation above, it can be concluded that the achievement of learning objectives is highly dependent on the implementation of appropriate and relevant learning models that are aligned with students' characteristics and the intended instructional goals. One alternative that can be applied is the use of the Game-Based Learning model supported by Wordwall media. This model is considered relevant because it can create a more dynamic and enjoyable learning environment. The interactivity offered by this media enriches students' learning experiences, making them more lively, engaging, and less monotonous (Nurjiah & Marna, 2025). The development of students' interest in learning plays an important role in supporting Islamic Religious Education, which not only emphasizes the mastery of knowledge but also guides students in shaping character and personality that reflect noble moral values.

Although Islamic Religious Education (PAI) holds a strategic role, students' interest in participating in PAI classes tends to decline during the learning process. This situation is influenced by several factors, including the use of less varied teaching methods, the presentation of material that is perceived as rigid and less relevant to daily life, as well as limited innovation in the use of learning media (Budi Septiani, 2025). A number of students still demonstrate relatively low interest in learning Islamic Religious Education (PAI), which affects the achievement of less-than-optimal learning outcomes. This condition creates specific challenges for teachers and schools to design and implement learning models that are more effective, innovative, and capable of attracting students' interest (Kurniawan & JF, 2025).

Based on data obtained through interviews with the Islamic Religious Education teacher at SMP Al Bukhori Kesilir, students' interest in learning PAI is generally categorized as fairly good. However, in practice, several students still appear to lack

concentration during lessons, such as chatting with classmates and ignoring the explanations given by the teacher. This condition indicates that students' interest in learning has not yet developed optimally. Therefore, the use of more varied and engaging learning models is needed so that students' attention and enthusiasm for learning can be consistently maintained throughout the instructional process.

In today's digital era, teachers are required to design learning experiences that effectively integrate technology. Their role is not limited to delivering material, but also includes acting as facilitators, motivators, and mentors who stimulate students' active participation and independence in learning. Two-way or interactive learning is expected to create a more enjoyable learning environment while supporting the development of students' potential, including their talents, interests, creativity, skills, and overall growth in an optimal manner (Hofifah & Mislana, 2025). One of the technologies that can be applied in the learning process is Wordwall, an interactive learning platform that integrates a game-based approach through the concept of Game-Based Learning.

Several previous studies have been conducted by various researchers. One of them was carried out by (Septiani, 2025) It illustrates a relatively significant difference in students' learning achievement between the experimental group and the control group. It can be concluded that the use of the Game-Based Learning (GBL) model assisted by Wordwall has a constructive and significant effect on improving students' learning outcomes when compared to monotonous or conventional teaching methods.

Another previous study was also conducted by (Padila et al., 2025) The findings revealed that students in Islamic Religious Education and Character Education who participated in learning through the Game-Based Learning model supported by Wordwall demonstrated better learning independence and higher levels of material mastery than those taught through Direct Instruction (DI). This condition can be seen from the average score of the experimental class, which reached 85.15, while the control class only achieved an average of 79.55.

The novelty of this study lies in its descriptive analysis of the implementation of a Wordwall-based Game-Based Learning model in Islamic Religious Education, with a particular emphasis on students' learning interest and the learning process taking place

in the classroom. Unlike previous studies, which generally employed quantitative approaches and focused on learning outcomes or learning independence.

Based on the background above, the research problems of this study are formulated as follows: how is the implementation of the Wordwall-based Game-Based Learning (GBL) model in Islamic Religious Education learning, how can the Wordwall-based GBL model enhance students' interest in learning PAI, and what factors support or hinder the use of the Wordwall-based GBL model in PAI instruction. The objectives of this study are to describe the implementation of the Wordwall-based Game-Based Learning model in Islamic Religious Education, to examine how the Wordwall-based GBL model can increase students' learning interest, and to identify the factors that support as well as hinder the implementation of the Wordwall-based GBL model in PAI learning.

B. Research Methods

This study employed a qualitative approach. Qualitative research is a type of inquiry that focuses on descriptive representation and places greater emphasis on the process of examining phenomena that become the object of the study. The descriptive nature of qualitative research refers to efforts to present and explain various events, symptoms, and social situations that are the focus of this research. Meanwhile, the analytical aspect relates to the process of interpreting, understanding, and comparing the data obtained throughout the research process (Waruwu, 2023). The qualitative approach was applied in this study because it aims to describe and gain a deeper understanding of how the Game-Based Learning model supported by Wordwall is implemented in the Islamic Religious Education learning process, while also examining its role as an effort to enhance students' interest in learning.

This study employed a case study approach. A case study is a form of qualitative research that focuses on a comprehensive examination of a particular event or condition, aiming to understand human thoughts, experiences, and behaviors from the perspective of the research subjects (Ilhami et al., 2024). The case study approach was used in this research because it focuses on a specific case, namely the implementation of the

Wordwall-based Game-Based Learning model in enhancing students' interest in Islamic Religious Education at SMP Al Bukhori Kesilir.

This study was conducted at SMP Al Bukhori Kesilir. The subjects of this research included the Islamic Religious Education teacher and students who directly participated in the teaching and learning activities using the Wordwall-assisted Game-Based Learning model. In case study research, data collection techniques aim to obtain and explore comprehensive and in-depth information regarding the phenomenon being studied (Nisa Septiana et al., 2024). Several data collection techniques used in this study include interviews, direct observation, and documentation (Sugiono, 2013).

Data analysis in this study used a qualitative technique consisting of three stages. Data reduction was carried out by selecting and summarizing important information from the collected data to make it easier to understand. Next, data display was performed by presenting the findings in an organized, clear manner while still reflecting the actual conditions. The final stage was drawing conclusions based on the results of the data analysis, so that the research objectives could be addressed (Saleh, 2017). This study applied methodological and source triangulation by comparing data obtained from observations, interviews, and documentation. This procedure was conducted to ensure the validity and credibility of the data, so that the research findings can be academically accountable.

C. Results and Discussion

1. Research Findings

Referring to the research findings obtained through observation, interviews, and documentation, the implementation of the Wordwall-based Game-Based Learning (GBL) model in Islamic Religious Education at SMP Al Bukhori Kesilir reveals various findings related to the research topic. These results are then presented in three main points in accordance with the research problems that have been formulated.

a. Implementation of the Wordwall-Based Game-Based Learning Model in Islamic Religious Education

The implementation of the Wordwall-based Game-Based Learning model in PAI learning is carried out through three main stages, namely the planning stage, the implementation stage, and the evaluation stage.

1) Planning Stage

The planning stage is conducted before the learning process takes place. Learning planning is the process of formulating the learning objectives to be achieved, determining how to assess the attainment of those objectives, selecting the material to be taught, establishing appropriate instructional methods, and preparing the necessary supporting media and tools. Furthermore.

As stated by the Islamic Religious Education teacher, Mrs. Mahdia Amalia, S.Pd, *“Before teaching using the Game-Based Learning (GBL) model with Wordwall, I first prepare the material to be taught and determine the learning objectives. After that, I create questions in Wordwall that are aligned with the material I teach.”*

Based on the interview excerpt above, it can be understood that before implementing the Wordwall-based Game-Based Learning (GBL) model, the teacher first carries out a systematic planning stage. The initial step involves designing and organizing the learning material to be delivered to students. The teacher formulates the learning objectives as a guide in determining the direction of the learning activities as well as the expected learning outcomes for the students.

In addition to preparing the materials and questions, the teacher also prepares learning media and supporting facilities. Based on observation results, during the planning stage the teacher has determined the type of game to be used on the Wordwall platform, which includes various interactive activities such as multiple-choice quizzes, matching games, and spin-the-wheel activities. Furthermore, the teacher prepares a projector and laptop and ensures that the internet connection is stable before the learning process is carried out.

2) Implementation Stage

Based on classroom observations conducted throughout the teaching and learning activities, the implementation stage of the Wordwall-based Game-Based Learning model begins with opening activities, which include greetings, prayer, and initial question-and-answer sessions as an introduction to the lesson. The teacher clearly conveys the learning objectives so that students understand the expected competencies. The teacher then explains the material that will be used in the Game-Based Learning model so that students have a preliminary understanding before participating in the game activities provided through the Wordwall platform.

Before the game activities begin, the teacher first provides an explanation regarding the procedures, rules, and implementation guidelines for the learning activities. This explanation includes the mechanism for answering questions, the scoring system, and the regulations that must be followed during the activity. After that, the teacher divides the students into several groups.

During the main activity, students begin working on the questions through an inter-group competition system. The mechanism used is a rebuttal system, where the group that quickly picks up a bottle gains the opportunity to answer the given question. If the answer is correct, the group receives points according to the predetermined scoring rules. Conversely, if the answer is incorrect, the group does not earn any points, and the opportunity to answer may be passed to another group.

3) Evaluation Stage

The evaluation stage is carried out after all learning game activities have been completed. At this stage, the teacher assesses students' participation throughout the learning process using the Wordwall-based Game-Based Learning model. The assessment is conducted by considering the total scores obtained by each group based on the accuracy of their

answers to the questions given during the game. The group with the highest score is then announced as the best group in the activity.

In addition to assessing the game results, the teacher also provides feedback by reviewing the correct answers and giving additional explanations for parts of the material that students have not fully understood. Furthermore, the teacher guides students to reflect on their learning experiences during the activity. At the end of the lesson, the teacher delivers a summary of the material as reinforcement so that students can better understand the main points that have been learned.

b. The Use of the Wordwall-Based Game-Based Learning Model in Enhancing Students' Learning Interest in Islamic Religious Education

Based on the findings from classroom observations throughout the teaching and learning process using the Wordwall-based Game-Based Learning model, it was found that students showed a high level of interest in learning Islamic Religious Education (PAI). This is reflected in their enthusiasm during the learning activities, particularly when the game-based tasks were carried out. The students appeared active and enthusiastic, and they demonstrated good attention toward the learning process.

In addition, students also showed good focus on the material explained by the teacher, as they were aware that the content would be used in the game activities. Moreover, the presence of a competitive element in the game further motivated students to understand the material in order to answer questions accurately and earn points for their group.

Based on interviews with several students, it was found that the use of Wordwall had a positive impact on students' learning interest. This is reflected in the responses from some interviewees, who stated that the implementation of Wordwall-based Game-Based Learning in Islamic Religious Education felt more enjoyable and engaging.

One student named Rio stated, "*The learning process is very fun and makes me feel happy.*" A similar statement was also expressed by Bulan, who said,

“Learning using Wordwall is very enjoyable because we can learn while playing.” In addition, Shelly also revealed, *“The learning is fun because besides playing, we also gain knowledge.”* These statements indicate that the use of Wordwall not only makes the learning atmosphere more engaging but also enables students to understand the material presented more effectively.

Meanwhile, Salsa stated, *“The learning process is very enjoyable and makes me more motivated to study.”* There was also a student who expressed a desire for this type of learning activity to be conducted again, as conveyed by Celsi: *“It was really fun and exciting, I want learning like this again.”*

The findings from these statements are also supported by an interview with the Islamic Religious Education teacher, Mrs. Mahdia Amalia, S.Pd., who stated, *“When using the Wordwall-based Game-Based Learning model, students appear more active than usual. They are more willing to ask and answer questions, and they are more enthusiastic in following the learning process because there are game elements included in the lesson.”*

Based on the findings from observations and interviews, it can be concluded that the use of the Wordwall-based Game-Based Learning model has a positive impact on students’ learning interest. This is evident from increased student focus, greater activeness during the learning process, and strengthened learning motivation throughout the implementation of the lesson.

c. Supporting and Inhibiting Factors in the Implementation of the Wordwall-Based Game-Based Learning Model in Islamic Religious Education

Referring to the findings from the conducted observations and interviews, several factors were identified as contributing to the successful implementation of the Wordwall-based Game-Based Learning model in Islamic Religious Education

The first supporting factor is the high enthusiasm of students when participating in the series of classroom learning activities. Based on observations, students appeared more engaged and enthusiastic when the learning process was presented in the form of interactive games. This reflects that the use of game-

based learning media through Wordwall can create a more interactive learning atmosphere and stimulate students' interest, thereby increasing their involvement in every learning activity.

The second supporting factor is the availability of adequate learning facilities, such as laptops, projectors, and internet access that support technology-based learning. The availability of these resources plays an important role in ensuring the successful implementation of digital learning. The third supporting factor is the teacher's readiness and creativity in designing innovative learning activities. Based on the interview, the Islamic Religious Education teacher, Mrs. Mahdia Amalia, S.Pd., stated: *"In using Wordwall in PAI learning, I already fully understand how to operate or use Wordwall, so I am always prepared whenever PAI learning involves the use of Wordwall media."*

In addition to supporting factors, there are also several inhibiting factors in the implementation of the Wordwall-based Game-Based Learning model. One of the main obstacles is technical issues, such as an unstable internet connection. As a result, the teacher uses a personal internet connection by tethering from a mobile phone to a laptop, which sometimes disrupts the smooth running of digital game-based activities. In addition, differences in students' ability to understand the material also pose a challenge, as not all students are able to grasp the content at the same pace.

There were also technical issues with the projector, which could not be turned on, so the teacher ultimately relied on a laptop only. Another inhibiting factor is the limited learning time, as game-based activities require effective time management so that all students can participate optimally in the learning process.

2 Discussion

a. Implementation of the Wordwall-Based Game-Based Learning Model in Islamic Religious Education

Based on the research findings, the implementation of the Wordwall-assisted Game-Based Learning model in Islamic Religious Education has been carried out effectively in accordance with the planned learning stages. As stated by (Santoso et al., 2023) Learning planning can be interpreted as teaching preparation that includes various essential components that must be prepared by both teachers and students, such as the selection of learning materials, teaching methods, instructional media, and evaluation instruments to support the smooth implementation of the learning process.

The learning process begins with opening activities, which include greetings, prayer, initial question-and-answer sessions, and the delivery of learning objectives so that students understand the competencies to be achieved. In the main activity, the teacher presents the learning material, which is then followed by the implementation of the Game-Based Learning model using Wordwall as both an evaluation tool and a means to enhance students' understanding of the material that has been learned.

The implementation of game-based learning of this kind indicates a shift in the learning paradigm from teacher-centered to student-centered instruction. The Game-Based Learning model stimulates active student involvement in the learning process through various educational game activities that require concentration, collaboration, and quick thinking in answering questions.

As stated by (Permana, 2022) In the current digital era, students tend to prefer learning that is creative and enjoyable. Therefore, learning needs to be designed using an approach that aligns with their needs. One suitable strategy for Generation Z is game-based learning. This approach is designed to create a more dynamic learning experience that actively involves students and facilitates their ability to internalize and retain the material being taught. Wordwall media also provides various templates and activities that can be adjusted according to learning needs. This flexibility makes it easier for teachers to design engaging learning activities that are in line with students' characteristics and learning styles (Nuhaa & Adisti, 2025).

Based on the researcher's analysis, the successful implementation of the Wordwall-based Game-Based Learning model is also influenced by several other factors, such as the teacher's readiness in managing the learning process and the

teacher's ability to condition the classroom. In addition, effective time management is also an important factor to ensure that all stages of the learning process can be carried out optimally.

Thus, it can be concluded that the implementation of the Wordwall-based Game-Based Learning model is considered effective as it creates an interactive learning atmosphere, stimulates students' activeness, and supports material understanding through a more varied and engaging approach.

b. The Use of the Wordwall-Based Game-Based Learning Model in Enhancing Students' Learning Interest in Islamic Religious Education

Based on the research findings, the use of the Wordwall-based Game-Based Learning model shows an increase in students' learning interest in Islamic Religious Education at SMP Al Bukhori Kesilir. This is evident from students' more active and enthusiastic attitudes, as well as their good focus during the learning process. In addition, students also appeared more attentive during lessons because they were aware that the material being taught would be used in game-based activities.

The increase in learning interest can occur because the Game-Based Learning model contains enjoyable learning elements and interactions that successfully foster students' learning motivation. According to (Zulfah, 2023) Learning interest is one of the important aspects that needs to be cultivated in students to support the success of the learning process. Enjoyable learning also has a positive impact, making students more enthusiastic in participating in learning activities. This indicates that creating a pleasant learning atmosphere is a key factor in stimulating students' motivation and interest in learning.

This aspect is in line with the study conducted by (Jannah & Masnawati, 2024) that the use of Wordwall as a technological learning medium can serve as an engaging and easily accessible learning resource to support the teaching and learning process in the classroom. Wordwall is an interactive game-based learning platform that provides various features such as quizzes, random cards, anagrams, and missing words. These features have a positive impact on both teachers and students in learning activities. The implementation of this media has also been proven to significantly

stimulate students' learning motivation, as they feel interested and challenged to complete game-based tasks that present learning materials in a more varied and enjoyable format.

Based on the researcher's analysis, the increase in students' learning interest in this study is also influenced by innovation in learning that was previously rarely applied. The use of digital media such as Wordwall provides a new learning experience for students, thereby increasing their curiosity and interest in the learning process. In addition, students' tendency to favor technology also serves as a supporting factor in enhancing learning interest through digital learning media. Thus, the use of the Wordwall-based Game-Based Learning model has been proven to have a positive impact on students' learning interest, as it is able to increase their enthusiasm, participation, and focus during learning activities.

c. Supporting and Inhibiting Factors in the Implementation of the Wordwall-Based Game-Based Learning Model in Islamic Religious Education

Based on the research findings, there are several factors that contribute to both the success and the challenges in implementing the Wordwall-based Game-Based Learning model in Islamic Religious Education at SMP Al Bukhori Kesilir. In addition, students' enthusiasm during learning increases because the material is presented in an engaging game-based format. One of the main supporting factors for successful implementation is the high level of student enthusiasm in participating in learning activities due to the attractive game-based format, as well as the teacher's thorough preparation before the teaching and learning process using the Wordwall-based Game-Based Learning model.

As for the inhibiting factors in the implementation of the Wordwall-based Game-Based Learning model, one of the challenges identified is an inadequate internet connection. Another limitation is the restricted learning time, as game-based activities require good time management to ensure that all students can participate. In addition, differences in students' abilities to understand the material also pose a challenge in implementing game-based learning activities.

Based on the researcher's analysis, these inhibiting factors are considered common in the implementation of innovative learning models, as every instructional

model has its own strengths and limitations. Therefore, teachers are required to apply appropriate strategies in managing the learning process so that these obstacles can be minimized, for instance through effective time management and by providing guidance to students who experience difficulties.

Thus, the level of success in implementing the Wordwall-based Game-Based Learning model is determined by several factors, both supporting and inhibiting. If the supporting factors can be optimized and the inhibiting factors can be minimized, then game-based learning can be effectively implemented as a learning strategy to improve the quality of Islamic Religious Education.

D. Conclusion

Based on the findings and discussion presented, it can be concluded that the implementation of the Wordwall-based Game-Based Learning model in Islamic Religious Education at SMP Al Bukhori Kesilir has been carried out effectively through three main stages, namely planning, implementation, and evaluation of learning.

The use of the Wordwall-based Game-Based Learning model has been proven to enhance students' learning interest. This is reflected in the increased activeness of students, their attention to the learning material, and their enthusiasm throughout the learning process. Learning presented through interactive games is able to create an engaging learning atmosphere that encourages students to take an active role in learning activities.

In addition, several supporting factors were identified in the implementation of this model, including students' enthusiasm, teachers' readiness in designing innovative learning, and the availability of learning facilities. The inhibiting factors found include limited internet access, restricted learning time, and differences in students' ability to understand the learning material. Thus, the Wordwall-based Game-Based Learning model can be considered an effective instructional approach to foster students' interest in learning Islamic Religious Education.

E. Bibliography

- Andine, S., Apipah, N., & Selamat. (2025). Implementasi Model Desain Pembelajaran Pai Menurut Perspektif Al - Quran Dan Hadits. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 10, 318–330. <https://doi.org/10.23969/jp.v10i04.35357>
- Budi Septiani, T. (2025). Relevansi Metode Game Based Learning Pada Pembelajaran Pendidikan Agama Islam. *Al-Muaddib: Jurnal Kajian Ilmu Kependidikan*, 7(1), 175–185. <https://doi.org/10.46773/muaddib.v7i1.1491>
- Febrian Sutansyah, H., & Muadin, A. (2025). Penerapan Metode Game Based Learning berbantu Wordwall untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam dan Budi Pekerti Kelas IV SDN 4 Parakannyasag Kota Tasikmalaya. *Sultan Idris Pendidikan Profesi Guru*, 3(2), 73. <https://doi.org/10.21093/si-ppg.v1i2.7737>
- Fitri, A. (2024). *Penggunaan media pembelajaran PAI berbasis Wordwall untuk meningkatkan minat belajar peserta didik kelas V di SD Negeri 5 Benteng Kabupaten Sidrap. Institut Agama Islam Negeri Parepare.* <https://repository.iainpare.ac.id/id/eprint/6142>
- Hofifah, U., & Mislan, M. (2025). Penerapan Model Game Based Learning (GBL) Berbasis Wordwall untuk Meningkatkan Keterampilan Berpikir Kreatif Siswa Kelas III Sekolah Dasar Negeri 116/X Lambur II. *Ikhlās : Jurnal Ilmiah Pendidikan Islam*, 2(2), 41–56. <https://doi.org/10.61132/ikhlas.v2i2.720>
- Ihhami, M. W., Vera Nurfajriani, W., Mahendra, A., Sirodj, R. A., & Afgani, W. (2024). Penerapan Metode Studi Kasus Dalam Penelitian Kualitatif. *Jurnal Ilmiah Wahana Pendidikan*, 10(9), 462–469. <https://doi.org/10.5281/zenodo.11180129>
- Indriyani, L., & Tofaynudin, J. I. (2025). Penggunaan Game Based Learning dalam Meningkatkan Kualitas Pembelajaran PAI di SMA Negeri 1 Kencong. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 5(3), 1177–1188. <https://doi.org/10.53299/jppi.v5i3.1502>
- Jannah, M., & Masnawati, E. (2024). Penerapan Aplikasi Wordwall untuk Meningkatkan Minat Belajar Siswa dalam Pembelajaran. *Jurnal Pendidikan Dan Ilmu Sosial (Jupendis)*, 2(4), 173–183. <https://doi.org/10.54066/jupendis.v2i4.2241>
- Khoironiya, F., Herliani, H., Akhmad, A., & Serena, N. A. (2025). Pengaruh Implementasi Pembelajaran Berbasis Game Wordwall terhadap Peningkatan Hasil Belajar dan Kemampuan Berpikir Kreatif Siswa. *Symbiotic: Journal of Biological Education and Science*, 6(2), 133–147. <https://doi.org/10.32939/symbiotic.v6i2.214>

- Kurniawan, A., & JF, N. Z. (2025). Analisis Minat Belajar PAI pada Siswa di SMKS Muhammadiyah 9 Medan. *Jurnal Riset Ilmu Pendidikan Islam*, 2(4), 11–21. <https://doi.org/10.61132/karakter.v2i4.1263>
- Lestari, C. A. A., Lestari, A. D., Magfirah, I., & Susilawati, S. (2025). Peran Bahan Ajar, Media Dan Sumber Belajar: Kunci Sukses Dalam Pembelajaran Pendidikan Agama Islam. *At-Thullab : Jurnal Mahasiswa Studi Islam*, 7(1), 1–21. <https://doi.org/10.20885/tullab.vol7.iss1.art1>
- Marom, N., Kusmana, N., Handayani, S. D., & Sofyan, A. (2025). Pengaruh Wordwall Sebagai Media Pembelajaran Berbasis Game Based Learning Terhadap Minat Belajar Pada Mata Pelajaran IPAS kelas V Di SDN Alaswangi 3 Kecamatan Menes. *Jurnal Pedagogis Indonesia*, 3(1), 1–6. <https://terbitan.potlot.id/index.php/jurnalpedagogisindonesia/article/view/93>
- Nisa Septiana, N., Khoiriyah, Z., & Shaleh. (2024). Metode Penelitian Studi Kasus Dalam Pendekatan Kualitatif. *Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 10(04), 233–243. <https://doi.org/10.36989/didaktik.v10i04.5181>
- Nuhaa, F. K., & Adisti, R. A. (2025). Penggunaan Media Interaktif Wordwall dalam Menstimulasi Kemampuan Literasi Keaksaraan Anak Kelompok B TK Aisyiyah Pembina Sidomukti Salatiga. *ABNA Journal of Islamic Early Childhood Education*, 6(2), 317–330. <https://doi.org/10.22515/abna.v6i2.11270>
- Nurjiah, M., & Marna, J. E. (2025). Pengaruh Game-Based Learning Berbantu Wordwall terhadap Hasil Belajar Siswa. *Andragogi: Jurnal Pendidikan Dan Pembelajaran*, 5(2), 1–13. <https://doi.org/10.31538/adrg.v5i2.2355>
- Padila, C., Asril, Z., Eliza, R., remiswal, Fitriza, R., Batubara, J., & Kurnia Illahi, R. (2025). The Application of Game-Based Learning Model Accompanied by Wordwall on Students' Learning Independence in PAI BP Subject. *Universitas Islam Negeri Imam Bonjol*, 5(7), 7. <http://annuha.ppj.unp.ac.id>
- Permana, N. S. (2022). Game Based Learning Sebagai Salah Satu Solusi Dan Inovasi Pembelajaran Bagi Generasi Digital Native. *Jurnal Pendidikan Agama Katolik (JPAK)*, 22(2), 2085–0743. <https://doi.org/10.34150/jpak.v22i1.433>
- Purnasari, P. D., Lidya Sumarni, M., & Damas Sadewo, Y. (2022). Pendampingan Pemilihan Model Pembelajaran Ditinjau Dari Perkembangan Kognitif Siswa Sekolah Dasar. *Jurnal Publikasi Pendidikan*, 12, 75–82. <http://ojs.unm.ac.id/index.php/>
- Rahmadani, S. (2024). Strategi Pembelajaran Pendidikan Agama Islam Di Era Digital: Tinjauan Literatur Kualitatif. *Jurnal Media Akademik (JMA)*, 2(6), 3031–5220. <https://doi.org/10.62281>

- Saleh, S. (2017). *Analisis Data Kualitatif*. Pustaka Ramadhan.
- Santoso, E. B., Hamid, M. A., Warisno, A., Andari, A. A., & Sujarwo, A. (2023). Sistem Manajemen Perencanaan, Pelaksanaan Dan Evaluasi Pembelajaran Di SMP Qur'an Darul Fattah Lampung Selatan. *Al Wildan: Jurnal Manajemen Pendidikan Islam*, 1(3), 146–155. <https://doi.org/10.57146/alwildan.v1i3.1520>
- Septiani, R. (2025). The Effectiveness of Wordwall-Based Game-Based Learning Model in Islamic Religious Education on Students' Learning Independence at SMPN 12 Padang. *The Future of Education Journal*, 4, 3509–3914. <https://journal.tofedu.or.id/index.php/journal/index>
- Sinaga, D. Y., Simangunsong, R. Y., Simajuntak, A., Sinaga, F., Sinaga, Y. P., Hutagalung, W., Simbolon, U. G., Sitindaon, L. M., & Maharani, N. (2025). Mengembangkan Minat Belajar Siswa untuk Meningkatkan Pembelajaran Matematika SD Kelas Tinggi. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 4(03), 1550–1560. <https://doi.org/10.47709/educendikia.v4i03.5430>
- Solikhatun, M., Zaenuri, Masrukan, & Walid. (2022). Model Pembelajaran Matematika untuk Meningkatkan Kemampuan Penalaran Matematis Siswa. *Prosiding Seminar Nasional Matematika*, 5, 50–54. <https://journal.unnes.ac.id/sju/index.php/prisma/>
- Sugiono. (2013). *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (19th ed.). Alfabeta.
- Waruwu, M. (2023). Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method). *Jurnal Pendidikan Tambusai*, 7, 2896–2910. <https://jptam.org/index.php/jptam/article/download/6187/5167/11729>
- Zakki, A., Jamaris, Solfema, Husna, A., Adha, I., Al-Mitsaq, H., Zul Ilmil Haq, O., & Nasution, S. (2022). Aksiologis dalam Pendidikan Indonesia (Tinjauan Pasal 1 Ayat 1 UU No. 20/2003 Tentang Sistem Pendidikan Nasional). *Jurnal Nusantara Of Research*, 9(1a), 103–115. <http://ojs.unpkediri.ac.id/index.php/efektor>
- Zulfah, N. (2023). Pemanfaatan Media Game Edukasi Wordwall untuk Meningkatkan Minat Belajar Siswa. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia*, 1(1), 11. <https://doi.org/10.47134/ptk.v1i1.5>