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APPLICATION OF *WORDWALL* MEDIA TO IMPROVE READING SKILLS AND INTERACTIVITY OF GRADE V STUDENTS OF MI NURUL HAKIM JAKARTA IN ARABIC LANGUAGE LEARNING

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Abstract

This study aims to describe the implementation of Wordwall media in Arabic language learning and to analyze its effectiveness in improving students' reading ability and interactivity through classroom action research. The research employed a qualitative approach using a Classroom Action Research (CAR) design conducted in two cycles, each consisting of planning, action, observation, and reflection stages. The subjects of this study were 31 fifth-grade students of a MI Nurul hakim Jakarta. Data were collected through reading ability tests and observation sheets to measure students' interactivity during the learning process.The results indicated that the use of Wordwall media gradually improved students' Arabic reading ability. In Cycle I, the average reading score reached 64.78 with a mastery level of 41.94%. In Cycle II, the average score increased to 78, with the mastery level rising to 74.19%. In addition, students' interactivity showed a significant improvement, as reflected in increased participation, confidence in reading activities, and social interaction during learning sessions. Based on these findings, it can be concluded that Wordwall media is effective in enhancing Arabic reading ability and students' interactivity in Madrasah Ibtidaiyah. The use of Wordwall also creates a more engaging, active, and student-centered learning environment.
Keywords: Wordwall, Reading Ability, Students' Interactivity, Arabic Language, Madrasah Ibtidaiyah

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INTRODUCTION

Arabic language learning at Madrasah Ibtidaiyah has a strategic role in equipping students with basic language skills, especially reading skills (maharah qira'ah) as a foundation for understanding vocabulary, sentences, and simple texts in Arabic.[1] Reading skills are receptive skills that affect the mastery of other language skills. However, various studies show that the Arabic reading ability of Madrasah Ibtidaiyah students still faces a number of obstacles, such as limited vocabulary, low reading fluency, and difficulty understanding the meaning of reading.[2]

The problem of reading ability is closely related to the low interactivity of students in the learning process. Learning that still dominates the teacher-centered approach tends to make students passive, less daring to try, and minimal social interaction in the classroom. In fact, social interaction and active involvement of students are important factors in cognitive and language development, as emphasized in the theory of social constructivism which places interaction as the key to meaningful learning.[3] Low interactivity has an impact on the lack of optimal Arabic learning processes and outcomes.

One of the factors that affect this condition is the limited use of varied and interactive learning media. Less interesting learning media has the potential to reduce students' motivation and focus on learning. Madrasah Ibtidaiyah students who are at the stage of concrete operational development need learning media that is visual, contextual, and involves direct learning activity. Therefore, the selection of learning media that suits the characteristics of students is an important aspect in learning Arabic.[4]

The development of digital technology opens up opportunities for teachers to integrate *game-based interactive* learning media in Arabic language learning. One of the widely used media is *Wordwall*. *Wordwall* is a digital learning platform that provides various interactive activities, such as quizzes, vocabulary games, and visual-based reading exercises. A number of studies show that the use of *Wordwall* can increase student motivation and involvement in learning Arabic. Alyani and Isbah found that *Wordwall* was able to encourage students' activeness in learning

[1] Misba Umar, Nurul Zuriyah, and Sri Wahyuningsih, "Pembelajaran Maharah Qiro'ah Bahasa Arab Pada Siswa Kelas XI IPA 7 Madrasah Aliyah Negeri 2 Kota Bima (Studi Kasus Man 2 Kota Bima)," *Raudhah Proud To Be Professionals : Jurnal Tarbiyah Islamiyah* 10, no. 1 (April 2025), https://doi.org/10.48094/raudhah.v10i1.826.

[2] Mualim Wijaya and Faiqotul Hikmah, "Problematika Pembelajaran Maharah Qiro'ah Dalam Pembelajaran Bahasa Arab Pada Siswa Madrasah Ibtidaiyah," *Jurnal Educatio FKIP UNMA* 9, no. 2 (June 2023), https://doi.org/10.31949/educatio.v9i2.4880.

[3] Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge, MA: Harvard University Press, 1978), h. 57.

[4] Kireida Rona Islam et al., "Pengaruh Model Pembelajaran Game Based Learning Terhadap Motivasi Belajar Peserta Didik," *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya* 10, no. 3 (August 2024), https://doi.org/10.32884/ideas.v10i3.1640.

maharah qira'ah, while Susilo emphasized the effectiveness *of Wordwall* in improving the reading skills of elementary school students.[5]

In the context of Arabic learning, *Wordwall* has the potential to support the improvement of reading skills through the presentation of vocabulary and reading texts in an attractive manner as well as providing direct feedback. In addition, interactive activities in *Wordwall* allow interaction between students and media, students with students, and students with teachers, so that they can encourage learning interactivity. The effectiveness of *Wordwall* media in learning Arabic has also been reported in various studies. Previous research has shown that the use of *Wordwall* has a positive impact on students' Arabic reading ability, while Rahmawati and Zakaria emphasized the role of *Wordwall* in increasing students' engagement and interest in learning during the learning process.[6,7]

However, a review of previous research shows that most of the research on *Wordwall* in Arabic learning still focuses on improving vocabulary mastery, interest in learning, or is carried out at the secondary education level. Research that specifically examines the application of *Wordwall* to improve reading skills as well as student interactivity at the Madrasah Ibtidaiyah level is still limited. In addition, studies that use a classroom-based research approach as an effort to improve learning practices in a sustainable manner have also not been widely conducted.

Based on this description, there is a research gap in the form of a study that has not been optimal in the form of a study that integrates the use of *Wordwall* media with the improvement of Arabic reading skills and the interactivity of Madrasah Ibtidaiyah students through classroom action research. Therefore, this study aims to describe the application of *Wordwall media* in Arabic language learning and analyze efforts to improve the reading ability and interactivity of Madrasah Ibtidaiyah students through the use of these media. The results of this study are expected to make a theoretical contribution to the development of Arabic language learning studies at Madrasah Ibtidaiyah as well as practical contributions for teachers in implementing digital learning media that support active and meaningful learning.

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[5] Ahmad Rathomi, "Pembelajaran Bahasa Arab Maharah Qira'ah Melalui Pendekatan Saintifik," *Ta'dib: Jurnal Pendidikan Islam* 8, no. 1 (May 2019), https://doi.org/10.29313/tjpi.v8i1.4315; Jimat Susilo et al., "The Effectiveness of Wordwall Media in Improving Elementary School Students' Reading Skills," *Journal of Languages and Language Teaching* 13, no. 1 (January 2025), https://doi.org/10.33394/jollt.v13i1.11584.

[6] Fadhilla Anggreini et al., "The Effect of Using Wordwall Media on Arabic Reading Ability," *Kilmatuna: Journal of Arabic Education* 5, no. 2 (2025), https://doi.org/10.55352/pba.v5i2.1826.

[7] Rima Ajeng Rahmawati and Hamdal Zakaria, "Analisis Penerapan Media Wordwall Pada Pembelajaran Bahasa Arab Di SMPIT Insan Mulia Boarding School Pringsewu," *AL-MUARRIB: JOURNAL OF ARABIC EDUCATION* 4, no. 2 (October 2024), https://doi.org/10.32923/al-muarrib.v4i2.4727.

RESEARCH METHODS

This research uses a qualitative approach with the design of Classroom Action Research (PTK), which is a research that aims to improve and improve the quality of the learning process through actions that are designed, observed, and reflected systematically in the classroom, as stated by Arikunto and Sumadyo.[8] PTK is carried out collaboratively between researchers and observers to obtain objective data related to the learning process and outcomes.

The research was carried out at MI Nurul Hakim Jakarta on grade V students with a total of 31 students. The research subjects were selected based on consideration of problems in Arabic reading ability and low student interactivity in learning. This research was carried out in the even semester of the current school year.

The research procedure follows the Classroom Action Research stage which includes pre-cycle, cycle I, and cycle II. The pre-cycle stage is carried out to obtain an initial overview of the condition of students' reading ability and interactivity before being given action. Furthermore, in cycle I and cycle II, Arabic language learning is applied using *Wordwall* which is designed in accordance with the learning objectives. Each cycle consists of stages of planning, implementation of actions, observation, and reflection.

The data collection techniques in this study include tests and non-tests. The test technique is used to measure Arabic reading ability through text reading and reading comprehension tests. Meanwhile, the non-test technique is used to collect student interactivity data through observation sheets that include indicators of answering activeness, courage to try, social interaction, and learning focus. In addition, documentation is used to strengthen the research data.

The research instruments used consisted of reading ability test instruments and student interactivity observation instruments. The test instrument was prepared with an indicator of Arabic reading ability, while the observation instrument was used to record the implementation of learning and student responses during the learning process using *Wordwall media*.

Data analysis techniques were carried out in a simple qualitative and quantitative descriptive manner in accordance with the data analysis procedures in qualitative research.[9] Reading ability data was analyzed by comparing test results in pre-cycle, cycle I, and cycle II to see the tendency to improve students' reading ability. Meanwhile, student interactivity data was analyzed descriptively based on the results of observations in each cycle. The results of data analysis were used as a basis for reflection to determine improvement in actions in the next cycle.

[8] Samsu Somadayo, *Penelitian Tindakan Kelas* (Yogyakarta: Graha Ilmu, 2013); Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Edisi Revisi (Jakarta: PT Rineka Cipta, 2019).

[9] Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2014).

RESULTS AND DISCUSSION

Initial Conditions (Pre-cycle)

The pre-cycle stage was carried out to obtain an initial overview of the Arabic reading ability and interactivity of grade V students of MI Nurul Hakim before the application *of Wordwall* media in learning. Pre-cycle activities were carried out through Arabic learning with methods that are commonly used by teachers without using digital-based learning media.

The results of the pre-cycle show that students' Arabic reading ability is still in the low category. Some students have difficulty reading Arabic texts fluently, recognizing vocabulary, and understanding the meaning of reading. This can be seen from the results of the reading test which shows that most students have not reached the set criteria for completeness. Errors that often arise include inaccuracies in pronunciation, unfluent reading pauses, and difficulties in answering reading comprehension questions.

In addition to reading ability, the results of pre-cycle observations also show that student interactivity in learning is still low. Students tend to be passive during learning, few students actively answer teachers' questions, and there is still a lack of courage for students to try or express opinions. Social interaction between students in learning activities also does not look optimal and students' learning focus is still easily distracted.

Discussion of Pre-Cycle Results

The low reading ability of students in Arabic at the pre-cycle stage is not only influenced by the limited mastery of kosakta, but is also closely related to the low interactivity of students during the learning process. The lack of student involvement causes the opportunity to practice active reading to be limited, so that students do not get adequate feedback both from teachers and peers.

These findings are in line with social constructivism which emphasizes that the language learning process takes place optimally through social interaction. Limited interaction has the potential to hinder the development of students' language skills, especially reading skills that require repeated practice and active involvement. Therefore, Arabic language learning that is still conventional tends to be less able to encourage optimal student engagement.

This pre-cycle condition shows that Arabic learning requires a more innovative and student-centered approach, which is able to create an active learning atmosphere and encourage overall student participation. Based on these considerations, the application of *Wordwall* media is designed as an improvement measure in the next cycle. *Wordwall media* is expected to improve Arabic reading skills as well as student interactivity through learning activities that are interesting, interactive, and in accordance with the characteristics of Madrasah Ibtidaiyah.

Results and Discussion of the Cycle

1. Results of Cycle I

The implementation of the first cycle was carried out through the application of Wordwall media in Arabic learning with a focus on improving students' reading skills and interactivity. Learning activities were carried out in four meetings which included the planning stage, implementation of actions, observation, and reflection.

Based on the results of the reading test in the first cycle, it was obtained that the students' Arabic reading ability began to improve compared to the pre-cycle condition. The average score of students' reading ability in the first cycle reached 64.78 with the highest score of 100 and the lowest score of 25. Of the total number of 31 students, as many as 13 students (41.94%) have achieved learning completion, while 18 students (58.06%) are still incomplete.

This improvement in reading ability shows that the use of Wordwall media is starting to have a positive impact on students' reading skills, especially in terms of vocabulary recognition and reading fluency. However, the percentage of completeness that has not reached 50% shows that the results in the first cycle still need further improvement.

In addition to the results of the reading test, the observation data of students' interactivity in the first cycle showed a significant change compared to the pre-cycle stage. The average student interactivity in the excellent category reached 22.33%, the good category was 46.33%, the fair category was 22.33%, and the poor category decreased to 8.67%. This data shows that most students are starting to be actively involved in learning, both in answering questions, trying Wordwall activities, and interacting with peers.

2. Discussion of Cycle I Results

The results of the first cycle show that the application of *Wordwall* media is able to gradually improve students' Arabic reading skills. The increase in average scores and the number of students completed indicates that digital game-based learning media can help students understand reading material in a more interesting and non-monotonous way. Visual displays, interactive activities, and direct feedback from *Wordwall* encourage students to be more courageous in trying to read Arabic texts.

In terms of interactivity, the improvement of categories is very good and shows that *Wordwall* is able to create a more lively and student-centered learning atmosphere. Students are not only recipients of the material, but also actively involved in the learning process. This finding

is in line with the theory of social constructivism which emphasizes the importance of interaction in the language learning process.[10]

However, the results of cycle I also show that there are still students who have not reached reading completeness and are still in the category of sufficient and insufficient interactivity. This is due to several factors, such as limited mastery of basic vocabulary, lack of confidence in students in reading long texts, and early adaptation to the use of *Wordwall media*.

Based on the reflection of cycle I, it is necessary to improve actions in cycle II, including by providing more intensive assistance to students who have not completed it, increasing the variety of *Wordwall* activities, and providing motivation and reinforcement so that all students can be optimally involved in learning.

3. Results of Cycle II

Cycle II was carried out as an improvement of the implementation of cycle I based on the results of reflection obtained. Improvement of actions in cycle II is focused on optimizing the use of *Wordwall* media to improve students' Arabic reading skills and interactivity more effectively.

Cycle II was carried out as a follow-up to the implementation of cycle I by paying attention to the results of the reflections that had been carried out. Improvement of actions in cycle II was focused on optimizing the use of Wordwall media, increasing the intensity of reading practice, and strengthening student involvement in each learning stage. Learning was carried out in four meetings with a more structured and student-centered approach.

The results of the students' Arabic reading ability test in cycle II showed a significant increase compared to cycle I. The average score of students' reading ability in cycle II reached 78, an increase compared to the average score in cycle I. In addition, the lowest score increased to 40, which indicates that students with low reading ability began to improve. The number of students who achieved learning completeness also increased to 23 students (74.19%), while the number of students who did not complete decreased to 8 students (25.81%).

In addition to improving reading skills, the results of students' interactivity observations in cycle II showed very positive developments. Most of the students were in the category of very good and good interactivity. Students seemed to be more active in answering questions, daring to try to read Arabic texts, and engaging in interaction with peers and teachers during the learning process using *Wordwall media*.

[10] Sarah Handayani et al., "Pengaruh Penggunaan Web Wordwall Dalam Meningkatkan Kosakata Bahasa Indonesia Peserta Didik Sekolah Dasar," *Didaktika Dwija Indria* 13, no. 4 (September 2025), https://doi.org/10.20961/ddi.v13i4.105974.

The decrease in the number of students in the category of sufficient and insufficient interactivity shows that learning in cycle II has succeeded in creating a more conducive, interactive, and fun learning atmosphere. *Wordwall* media acts as a stimulus that encourages students to be actively involved in learning.

4. Discussion of Cycle II Results

The improvement of Arabic reading skills in cycle II shows that the optimal use of *Wordwall* media can support an effective learning process. Wordwall activities that are designed to be more varied and contextual help students in recognizing vocabulary, practicing reading fluency, and understanding the meaning of reading better. Reading exercises carried out repeatedly through interactive media make students more confident and motivated to learn. This finding is in line with a study that states that the use of interactive digital learning applications can increase students' involvement and learning motivation in language learning.[11]

The increase in average scores and the percentage of learning completeness showed that most students had achieved the set success indicators. This indicates that the improvement actions in cycle II succeeded in overcoming the problems that still arise in cycle I.

From the aspect of interactivity, the results of cycle II showed that learning Arabic using *Wordwall media* was able to significantly increase student involvement. Students not only play the role of recipients of the material, but also actively participate in the learning process. The interaction between students and the media, students with students, and students with teachers became more intensive, in line with studies that stated that the use of interactive media based encourages more active learning interactions in Madrasah Ibtidaiyah.[12]

These findings are in line with the theory of social constructivism which emphasizes that language learning will take place optimally through social interaction and active involvement of learners. With increased interactivity, students have more opportunities to practice reading, receive feedback, and correct errors in reading Arabic.

The success of cycle II shows that *Wordwall* media can be used as an alternative digital learning media that is effective in improving the reading skills and interactivity of Madrasah Ibtidaiyah students. The use of this media not only has an impact on improving learning outcomes, but also creates an active, fun, and student-centered learning atmosphere.

[11] Aisyah Restriana, Umi Hijriyah, and Koderi, "Efektivitas Pembelajaran Bahasa Arab Dengan Aplikasi Duolingo: Literature Review," *Shaut al Arabiyyah* 13, no. 1 (March 2025), https://doi.org/10.24252/saa.v13i1.55578.

[12] Istikhomah et al., "Kajian Pemanfaatan Media Interaktif Berbasis ICT Dalam Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah," *INCARE, International Journal of Educational Resources* 6, no. 4 (December 2025), https://doi.org/10.59689/incare.v6i4.1287.

With the achievement of success indicators in cycle II, both in terms of reading ability and student interactivity, this class action research was declared successful and was not continued to the next cycle.

Comparison of Pre-Cycle, Cycle I, and Cycle II

A comparison discussion was conducted to see the development of students' reading skills and interactivity as a whole from the pre-cycle stage to cycle II after the application of *Wordwall* media in Arabic learning. This comparison is important to show the effectiveness of actions carried out gradually in classroom action research.

In general, the results of the study showed that there was a gradual increase in students' reading ability and interactivity from pre-cycle to cycle II. The initial condition of pre-cycle showed that students' reading ability and interactivity were still low, then increased in cycle I, and achieved more optimal results in cycle II after learning actions were improved. To see the difference in the results of students' reading tests at each stage of research, a comparison of data is presented in Table 1.

Table 1. Comparison of Reading Test Results for Pre-Cycle, Cycle I, and Cycle II Students

Stages	Average Score	Complete Amount	Incomplete Amount	Completion Percentage (%)
Pre-Cycle	47	5	26	16,15
Cycle I	65	13	18	41,94
Cycle II	78	23	8	74,19

Source: 2026 Research Data

Based on Table 1, it can be seen that there is a gradual increase in students' reading ability from pre-cycle to cycle II. This increase shows that the actions taken through the application of *Wordwall* media have a positive impact on students' Arabic reading ability.

In addition to reading ability, student interactivity also showed a change in a more positive direction throughout the study. The shift in the category of student interactivity was characterized by an increase in the proportion of students in the "good" and "excellent" categories and a decrease in the "adequate" and "poor" categories. The comparison of the results of student interactivity observations in the pre-cycle, cycle I and cycle II is presented in Table 2.

Table 2. Comparison of Observation Results of Pre-Cycle Students, Cycle I, and Cycle II

Stages	Excellent (%)	Good (%)	Sufficient (%)	Less (%)
Pre-Cycle	6,45	35,48	41,94	16,13
Cycle I	22,33	46,33	22,33	8,67
Cycle II	39,00	45,00	13,00	3,00

Source: 2026 Research Data

Based on Table 2, it can be seen that student interactivity increases consistently in each cycle. The decrease in the percentage of sufficient and insufficient categories shows that learning using *Wordwall media* is able to create a more active and participatory learning atmosphere.

A comparison of research results from pre-cycle to cycle II shows that the improvement of students' reading skills and interactivity does not occur instantaneously, but through a gradual process. These findings indicate that changes in the quality of Arabic language learning require consistency in the application of learning media and active student involvement. The increase in interactivity that occurs during the learning process contributes to increased opportunities for students to practice reading, receive feedback, and interact socially, thus having a positive impact on learning outcomes.

The results of this comparison reinforce the view that interactivity is closely related to improved reading ability. The higher the level of student involvement in learning, the greater the opportunity for students to gain meaningful learning experiences. These findings are in line with Hasibuan and Wijaya's research which affirms that active student involvement is an important factor in improving Arabic learning outcomes.[13]

Implications of Research Findings

1. Theoretical Implications

   The findings of this study make a theoretical contribution to the study of Arabic language learning in Madrasah Ibtidaiyah, especially related to the development of reading skills (Maharah Qira'ah) and student interactivity. The gradual improvement of students' reading skills and interactivity from pre-cycle to cycle II shows that Arabic language learning that integrates interactive digital media is able to support the process of constructing students' knowledge more optimally.

[13] Istikhomah et al.; Mualim Wijaya and Faiqotul Hikmah, "Problematika Pembelajaran Maharah Qiro'ah Dalam Pembelajaran Bahasa Arab Pada Siswa Madrasah Ibtidaiyah," *Jurnal Educatio FKIP UNMA* 9, no. 2 (June 2023), https://doi.org/10.31949/educatio.v9i2.4880.

The results of this study strengthen the theory of social constructivism which emphasizes that language learning takes place effectively through social interaction and active involvement of students.[14] Wordwall media acts as a means that facilitates interaction between students and the media, students with students, and students with teachers. These interactions allow students to gain meaningful learning experiences through reading exercises, direct feedback, and simple discussions during learning.

In addition, these findings also enrich studies on the application of *game-based learning* in Arabic language learning at the elementary education level. Wordwall activities that are visual and game-based are able to stimulate students' attention, motivation, and engagement, thus having an impact on improving reading skills. This is in line with the findings in previous research which stated that game-based learning can increase students' engagement and motivation to learn.[15]

Thus, this study confirms that the integration of *Wordwall* media does not only function as a learning tool. However, it is also a pedagogical medium that supports active, interactive and student-centered Arabic learning at Madrasah Ibtidaiyah.

2. Practical Implications

Practically, the results of this study provide important implications for Arabic teachers at Madrasah Ibtidaiyah. The use of *Wordwall* media has been proven to be able to improve students' reading skills and interactivity, so that this media can be used as an alternative learning strategy to overcome low student participation in Arabic language learning.

Teachers can use *Wordwall* as a practice for reading simple vocabulary and texts, both classically and individually. The presentation of engaging and interactive material helps students to be more courageous in trying to read and reduces the fear of making mistakes. In addition, teachers can use *Wordwall* as a formative evaluation tool that provides direct feedback to students.

The results of this study also show that the use of *Wordwall* needs to be accompanied by intensive teacher assistance, especially for students who have low reading skills. Therefore, teachers are advised to combine *Wordwall* with other learning strategies, such as strengthening vocabulary before reading and reading guidance gradually. This finding is in line with research with the results of previous research which confirms that the effectiveness of *Wordwall* will be more optimal if integrated with learning strategies that suit the characteristics of students.[16]

[14] Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*, h. 57.

[15] Islam et al., "Pengaruh Model Pembelajaran Game Based Learning Terhadap Motivasi Belajar Peserta Didik."

[16] Faliqul Isbah and Zulfa Alyani, "Implementasi Media Wordwall Dalam Pembelajaran Mahārah Qirā'ah Siswa Kelas X Di SMK Ma'arif NU Kajen Tahun Pelajaran 2023/2024," *Al-Nizam: Indonesian*

In addition to Arabic teachers, the findings of this study also have practical implications for schools and learning managers at Madrasah Ibtidaiyah. Schools can encourage the use of digital learning media such as *Wordwall* as part of learning innovations that support active and student-centered learning. The planned use of digital media can also be one of the efforts to improve the quality of Arabic language learning which has tended to be difficult by students.

For teachers, the use of *Wordwall* is not only applied to reading materials, but can also be developed to support the learning of vocabulary, sentence structure, and simple comprehension exercises. Teachers are advised to adjust the difficulty level of *Wordwall activities* to students' abilities so that learning remains challenging but not burdensome. In addition, the sustainable use *of Wordwall* needs to be accompanied by reflection and evaluation so that the media used really supports learning goals.

These practical implications suggest that *Wordwall* media has the potential to be part of a 21st-century learning strategy that emphasizes the use of technology, active student engagement, and meaningful learning. Therefore, the use of *Wordwall* can be recommended not only in Arabic language learning, but also in other subjects that demand active engagement and repeated practice at Madrasah Ibtidaiyah.

Limitations of Research and Recommendations

This research has limitations that need to be considered in interpreting the results of the research. First, the research was conducted in one class with a limited number of subjects, so that the results of the research could not be generalized widely to all Madrasah Ibtidaiyah. The classroom action research focuses on efforts to improve learning practices in certain classroom contexts, so that the results obtained are more contextual.

Second, the relatively short duration of the study caused observations on the long-term impact of the use of *Wordwall* media in Arabic language learning to be carried out in depth. This study emphasizes more on changes in students' reading ability and interactivity in the short term through two action cycles, so the sustainability of the impact of digital learning still needs to be studied further.

Third, this study only focuses on two aspects, namely students' reading ability and interactivity. Other language skills, such as speaking (maharah kalam) and writing (maharah ktabah), have not been specifically studied. In addition, the limitations of facilities and infrastructure, such as the availability of devices and the stability of the internet network, are also factors that affect the optimization of the use *of Wordwall* media in learning.

Journal of Research and Community Service 2, no. 1 (December 2024); Susilo et al., "The Effectiveness of Wordwall Media in Improving Elementary School Students' Reading Skills."

Based on these limitations, further research is recommended to involve a wider range of research subjects with a longer research duration in order to obtain a more comprehensive picture of the effectiveness of *Wordwall* media. Further research can also combine the use of *Wordwall* media with other learning models or strategies and examine its influence on different Arabic language skills. Thus, the use of digital learning media in Arabic language learning at Madrasah Ibtidaiyah can be developed more optimally and sustainably.

CONCLUSION

Based on the results of the classroom action research that has been carried out through two cycles, it can be concluded that the application *of Wordwall* media in Arabic learning has been proven to be able to improve the reading ability and interactivity of Madrasah Ibtidaiyah students. The improvement can be seen gradually from the pre-cycle, cycle I, to cycle II conditions, both in terms of learning outcomes and student involvement in the learning process.

From the aspect of reading ability, the use of *Wordwall* media has a positive impact on increasing the average score and percentage of student learning completeness. In cycle II, most students have achieved learning completeness by improving reading fluency, vocabulary mastery, and understanding of Arabic reading texts. This shows that *Wordwall media* is effectively used as a means of interactive and contextual reading practice for elementary school students.

From the aspect of interactivity, the application of *Wordwall* media is able to encourage active student involvement in learning. Students become more courageous to try, actively answer questions, and show better social interaction with peers and teachers. Learning that originally tends to be passive has turned into student-centered learning and encourages active participation during the learning process.

Overall, the application of *Wordwall* media in Arabic learning not only improves student learning outcomes, but also creates a more interesting, fun, and meaningful learning atmosphere. Therefore, *Wordwall* media can be recommended as one of the effective digital learning media alternatives to improve the reading ability and interactivity of Madrasah Ibtidaiyah students.

Thus, the application of *Wordwall* media in Arabic language learning not only has an impact on improving student learning outcomes, but also contributes to the quality of the learning process at Madrasah Ibtidaiyah. *Wordwall* media is able to create more active, interactive, and contextual learning, so that it is in accordance with the characteristics of elementary school students. The findings of this study are expected to be a reference for teachers in developing innovative Arabic language learning and become a consideration for future researchers in examining the use of digital learning media in different contexts and language skills.

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