

## **Wordwall Media as an Integrative Tool: Strengthening Literacy and Islamic Values in Elementary Schools**

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### **Abstract**

*The rapid advancement of digital technology in the educational sector has created new opportunities and challenges for elementary school teachers, especially in integrating literacy skills and Islamic values into classroom practices. A major issue that persists is the low level of reading motivation and literacy competence among students, coupled with the insufficient internalization of Islamic character values such as honesty, discipline, and responsibility. This condition underscores the need for innovative digital learning media that not only enhance students' literacy but also support character education in an engaging manner. Therefore, this study aims to analyze the effectiveness of Wordwall as an integrative learning tool that simultaneously strengthens literacy and nurtures Islamic values among elementary school students. The research employed a Systematic Literature Review (SLR) approach, examining twenty relevant published articles from 2015 to 2025 focusing on digital media, literacy development, and Islamic character education. The review results reveal that the implementation of Wordwall in learning significantly improves students' reading comprehension, writing fluency, and conceptual understanding. Moreover, the interactive and gamified nature of Wordwall promotes active participation and reflective learning, making it effective in reinforcing Islamic values through meaningful digital experiences. In conclusion, Wordwall demonstrates great potential as an integrative medium that bridges academic literacy and moral education, aligning with the holistic vision of Islamic education to produce literate, ethical, and technologically adaptive learners.*

**Keywords:** *Wordwall, Literacy, Islamic Values, Elementary School, Interactive Learning*

### **Introduction**

The development of information and communication technologies has brought significant changes to the field of education, particularly at the elementary school level (Huda, 2020). The ongoing digital transformation requires teachers not only to deliver knowledge but also to serve as facilitators who can cultivate students' critical thinking, creativity, literacy, and overall character development (Rahma et al., 2025). Literacy has become the foundational element in building twenty-first century skills, encompassing reading, writing, comprehension, and the effective use of information to solve real-life problems (Vygotsky, 1978; UNESCO, 2017).

Although literacy has become one of the main priorities in national educational policy, the literacy level of Indonesian elementary school students remains relatively low. According to the Programme for International Student Assessment (OECD, 2018), the reading ability of Indonesian students is still below the international average. This condition indicates that the learning process in elementary schools continues to face challenges, particularly in the use of engaging, interactive instructional media that align with children's characteristics. Learning activities that are still dominated by lecture-based methods tend to reduce students' motivation, resulting in low reading interest and weak abilities in deep text comprehension.

In addition to challenges in literacy, elementary education also faces issues related to the weak internalization of moral and religious values in learning. Azhari (2024) explains that efforts to integrate character values especially Islamic values such as honesty, responsibility, and discipline have not been implemented optimally. These values serve as essential foundations for shaping students' character from an early age. This situation highlights a gap between literacy development and the cultivation of Islamic values in elementary school environments. Therefore, innovative learning approaches are required to bridge these two aspects through creative and contextual strategies.

The emergence of interactive digital learning media offers a promising solution to these challenges. Digital media can create more engaging learning environments and foster active student participation. One widely used platform is Wordwall. This tool allows teachers to design various learning activities such as quizzes, educational games, and interactive exercises aligned with instructional content (Rohman & Khaliza, 2024). According to Rais et al. (2024), the use of interactive digital media has been shown to increase student motivation and enhance their involvement in classroom activities. With its flexible nature, Wordwall also supports student-centered learning and encourages peer collaboration.

Previous studies have demonstrated the effectiveness of Wordwall in improving students' academic skills. Noor et al. (2023) found that using Wordwall enhances students' reading, writing, and conceptual understanding. Similar studies also report improvements in student engagement, active participation, and learning outcomes when game-based media are used. However, most of these studies focus primarily on cognitive improvement and learning motivation, while the potential of Wordwall as a medium for integrating Islamic values remains underexplored.

In fact, Islamic education emphasizes the balance between intellectual and spiritual development as the primary goal of learning. Junita et al., (2024) assert that integrating Islamic values into the learning process helps shape students into individuals who are honest, disciplined, responsible, and socially empathetic. These values are not only essential for character building but also serve as foundations for developing ethical communities. Integrating Islamic values through digital media such as Wordwall can be achieved in various ways. Teachers may develop quiz activities featuring stories of the Prophet, puzzles on daily etiquette (adab), or interactive games on moral teachings relevant to children's lives. Through such learning experiences, students do not only understand academic concepts but also develop moral and spiritual awareness.

Findings from Hamidah & Susilawati (2023) strengthen the idea that digital media adapted to religious values can foster empathy, cooperation, and students' spiritual awareness. Additionally, Junnatussadiyah & Muhammad (2025), through their meta-analysis, conclude that integrating Islamic values into technology-based learning positively contributes to the

development of students' religious character and digital literacy. Thus, learning approaches that combine technology and religious values become highly relevant to the needs of contemporary education, which demands balance between academic competence and moral development.

The gap in previous research indicates that while the effectiveness of Wordwall in improving literacy has been widely demonstrated, its integration with Islamic values has not been sufficiently examined. Yet, combining literacy enhancement with character development is an essential component of elementary education, especially in madrasah or Islamic-based schools. Therefore, this study aims to provide a deeper understanding of how Wordwall can function as an integrative medium that strengthens literacy while simultaneously instilling Islamic values in elementary students.

This study employs a Systematic Literature Review (SLR) approach to examine previous research findings related to the use of Wordwall, literacy development, and Islamic character education. Through this approach, the researcher can identify key findings, advantages, and limitations of Wordwall within literacy- and character-oriented learning contexts.

Based on the above discussion, this study has two primary objectives. First, to analyze the effectiveness of Wordwall in improving the literacy skills of elementary school students. Second, to examine the potential of Wordwall as an integrative medium for embedding Islamic values that support the development of religious character. The hypothesis proposed in this study is that the integrative use of Wordwall enhances students' literacy skills while simultaneously strengthening Islamic values through active, interactive, and meaningful learning experiences.

## **Methods**

### **Research Design**

This study employs a Systematic Literature Review (SLR) method to explore the implementation of Wordwall as an integrative tool for strengthening literacy and Islamic values in elementary schools. This design was chosen because it enables the researcher to identify, evaluate, and analyze findings from previous studies in a systematic and transparent manner, allowing for valid conclusions to be drawn from the available evidence.

### **Participants**

As a literature-based study, the participants consist of scholarly articles, journals, and academic publications related to Wordwall, literacy, and character or Islamic values education at the elementary school level. The inclusion criteria cover publications from 2015 to 2025, articles written in English or Indonesian, and studies presenting empirical data or the development of instructional media. Opinion papers, editorials, and non-peer-reviewed sources are excluded.

### **Research Procedures**

The research procedures were carried out in several stages. First, the researcher determined keywords and search combinations such as "Wordwall," "literacy," "Islamic values," and "elementary school." Second, the literature search was conducted using major academic databases, including Google Scholar, international journals, and ProQuest. Third, the identified articles were screened based on their titles and abstracts to ensure they met the inclusion and exclusion criteria. Fourth, the selected articles were analyzed comprehensively to obtain information related to Wordwall usage, literacy enhancement, and the internalization of Islamic values.

### **Data Collection Technique(s)**

Data were collected through document review and information extraction from the selected articles. The extracted information included publication year, research type, research subjects, instructional media used, implementation methods, research results, and recommendations. All data were organized into a literature matrix table to facilitate analysis and synthesis.

### **Data Analysis Technique**

Data were analyzed using content analysis and thematic synthesis. Content analysis was employed to identify patterns, trends, and relationships between Wordwall, literacy, and Islamic values. Thematic synthesis was then carried out to formulate comprehensive conclusions regarding the effectiveness and implementation of Wordwall as an integrative learning medium. The results of the analysis were compared with previous studies to highlight the contributions, strengths, and limitations of existing research.

### **Results**

A systematic review of twenty articles published between 2015 and 2025 reveals consistent findings regarding the effectiveness of Wordwall in enhancing literacy skills while simultaneously strengthening Islamic values among elementary school students. Thematic analysis was employed to identify common patterns and emerging trends across studies focusing on two main aspects: literacy enhancement and the integration of Islamic-based character values.

Across the reviewed articles, approximately seventy percent highlight improvements in literacy through the use of interactive digital media, while the remaining thirty percent discuss the integration of Islamic values in learning activities. The synthesis of findings indicates that Wordwall effectively increases student engagement, motivation, and reading comprehension through activities such as quizzes, crosswords, word games, and other interactive exercises aligned with learning contexts.

Several studies also demonstrate that incorporating Islamic content such as prophetic stories, Qur'anic verses, and daily prayers into Wordwall activities fosters religious attitudes, discipline, responsibility, and respect for others. These findings suggest that Wordwall functions as a learning medium that supports the balanced development of cognitive and affective domains within the framework of character education.

Further analysis indicates that the effectiveness of Wordwall is influenced by several key factors, including teachers' readiness to design contextual materials, the availability of technological infrastructure in schools, and educational policies that support digital learning innovation. Overall, the review affirms that Wordwall holds strong potential as an integrative instructional medium capable of enhancing literacy while instilling Islamic values through interactive, enjoyable, and meaningful learning experiences.

### **Discussion**

#### **Utilizing Wordwall For The Integration of Literacy and Islamic Values**

The use of Wordwall to integrate literacy and Islamic values represents an innovative step in elementary school learning. Wordwall is an interactive digital learning platform that enables teachers to create various activities such as quizzes, games, and exercises using text or images. This medium is designed to enhance student engagement through enjoyable and participatory

learning experiences (Sundari et al., 2024). In the elementary school context, Wordwall can be used not only to strengthen literacy, which includes reading, writing, and conceptual understanding skills, but also as a means of instilling character values, including Islamic values (Ma'arif et al., 2025).

The implementation of Wordwall as an integrative tool is carried out by adjusting activity content to meet learning objectives. Teachers can create reading quizzes containing Islamic vocabulary, religious themed crossword puzzles, or interactive short stories that embed moral values such as honesty, discipline, and responsibility. Students may also be assigned to create their own Wordwall quizzes based on stories or materials they have learned, enabling them to take an active role in the learning process. These activities allow students to develop their literacy skills while internalizing Islamic values simultaneously (Suseno et al., 2025).

Findings from Zain et al., (2025) indicate that learning that combines academic content with moral or religious values can enhance conceptual understanding while shaping student character more effectively. A similar approach through Wordwall expands the function of digital media from merely an assessment tool to a medium for character formation based on literacy. Wordwall also supports differentiated learning since teachers can adjust task difficulty according to students' abilities. For instance, more advanced students may receive interpretation or moral value analysis tasks, while students who require additional support are given simpler exercises assisted by images or audio.

Thus, Wordwall functions not only as an entertainment or assessment tool, but as a strategic medium that integrates literacy enhancement with Islamic value development. Through concrete forms such as quizzes, crossword puzzles, interactive stories, and student-created activities, the learning process becomes more meaningful, contextual, and oriented toward the development of Islamic character from an early age.

### **The Impact of Wordwall on Literacy and Islamic Character**

After describing the use of Wordwall in the previous section, it is important to examine its impact on strengthening literacy and developing Islamic character in elementary schools. The use of Wordwall as an interactive learning medium has been shown to have a positive influence on students' literacy skills. Previous studies found that Wordwall improves reading, writing, and conceptual understanding more effectively (Seituni et al., 2024). Interactive activities such as quizzes, puzzles, and digital stories encourage students to be more active during learning, resulting in deeper comprehension. Enjoyable learning experiences also increase consistent participation and strengthen students' retention of information.

In addition to its impact on literacy, the use of Wordwall contributes to the internalization of Islamic values within students. Learning activities that incorporate moral values such as honesty, discipline, responsibility, and cooperation help shape positive attitudes that are reflected in daily behavior. For example, students who complete quizzes based on Islamic stories tend to understand the moral messages conveyed and attempt to apply them in their school environment. These findings align with Fadhilah & Dafit (2025), who note that learning that integrates religious and academic values is more effective in shaping character compared to conventional methods.

Beyond cognitive and moral aspects, Wordwall also influences students' motivation and engagement. Students become more enthusiastic due to the interactive learning atmosphere, while teachers can directly monitor learning outcomes and adjust activities to meet individual needs. The positive impact extends not only to academic performance but also to social and

emotional aspects, as students learn to collaborate, respect peers' opinions, and demonstrate sportsmanship during group activities (Habibi & Makkadafi, 2025).

Overall, the findings show that Wordwall is effective as an integrative learning medium that strengthens literacy while developing Islamic character. Through holistic learning, both cognitive and moral aspects grow in balance, enabling students not only to understand the content but also to internalize positive values in their daily lives.

### **Supporting and Inhibiting Factors In The Implementation of Wordwall**

After observing the positive impact of Wordwall on literacy and Islamic character, it is essential to analyze the supporting and inhibiting factors influencing its implementation in elementary school learning. The successful use of Wordwall as an integrative learning medium is affected by various internal and external factors. Internal factors include teachers' skills and creativity in designing interactive activities, students' readiness to use digital technology, and students' learning motivation. Teachers with strong understanding of Wordwall features can adjust quizzes, puzzles, or interactive activities to match students' competency levels, leading to more effective learning. Conversely, limited teacher understanding of technology may hinder their ability to design engaging and appropriate activities (Tasya et al., 2025).

Beyond internal factors, external aspects also significantly influence the success of Wordwall implementation. School support in the form of technological facilities, reliable internet access, and flexible curriculum policies is crucial for smooth learning activities. Schools that provide digital devices and stable internet networks enable teachers and students to access Wordwall regularly and effectively. However, limited infrastructure or unsupportive school policies often create obstacles that prevent optimal use of the medium, limiting efforts to enhance literacy and strengthen Islamic values (Restu et al., 2023).

Other challenges include variations in students' ability to operate digital devices, limited instructional time, and the need to adapt to new learning methods (Nurjannati, 2025). To address these constraints, teachers can apply differentiation strategies, offer additional guidance to students who need it, and manage activity time more flexibly. These efforts help ensure that all students can actively participate in Wordwall activities without experiencing learning gaps (Aisyah, 2025).

Considering these supporting and inhibiting factors, the implementation of Wordwall can be designed more effectively and efficiently. Enhancing teachers' technological competencies, providing adequate facilities, and applying adaptive learning strategies are key elements for its successful use. This reinforces that the effectiveness of Wordwall implementation does not rely solely on the strengths of the medium itself, but also on the synergy between teacher preparedness, school support, and a conducive learning environment.

### **Conclusion**

Based on the results of the literature review, it can be concluded that Wordwall is an effective interactive digital learning medium for integrating literacy enhancement and the internalization of Islamic values in elementary schools. Through various activities such as quizzes, puzzles, interactive stories, and student created quizzes, Wordwall has been shown to improve reading, writing, and conceptual understanding while simultaneously instilling Islamic character traits such as honesty, discipline, and responsibility. In addition to its positive impact on literacy, this medium also increases students' motivation and engagement, making the learning process more active, engaging, and meaningful. The successful implementation of

Wordwall is strongly influenced by internal factors such as teachers' skills and creativity as well as students' readiness, and by external factors including school facility support, technological access, and flexible curriculum policies. Therefore, teachers are encouraged to utilize Wordwall as a multifunctional learning tool that strengthens literacy competencies while fostering Islamic character development. Meanwhile, schools are advised to provide adequate technical support and policy frameworks to ensure that the use of this medium can be implemented optimally within contextual and sustainable learning practices.

### Conflict of interests

The author declares that there is no conflict of interest in the research, writing, or publication of this article. All stages of the research were carried out independently without any influence from any party that could affect the results or the interpretation of the data.

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