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Utilisation of Wordwall Application as a Media for Evaluating Maharah Al Kitabah

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ABSTRACT

Background: This research is motivated by the importance of innovation in learning evaluation media, especially in improving the quality of the Maharah Al Kitabah evaluation at Mutiara Al Madani Islamic Junior High School. So far, the evaluation methods used are still conventional and less able to arouse students' interest in learning. Based on observations and interviews with Arabic language teachers, it is known that the Wordwall application has been utilized as an alternative evaluation media that is more interesting and interactive.

Purpose: This research aims to describe the utilization of Wordwall application as an evaluation media for Maharah Al Kitabah.

Method: This research used a qualitative approach with a descriptive design. Data sources consisted of Arabic teachers and learning activities in class VIII. The sample was selected through purposive sampling, while the data were collected through participatory observation and semi-structured interviews. The instruments used were observation guidelines and interview guidelines. The data analysis procedure followed the stages of data reduction, data presentation, and conclusion drawing.

Results and Discussion: The results showed that the use of Wordwall helped teachers in preparing varied and fun evaluations and was able to increased student involvement in the learning process of Maharah Al Kitabah. This research also fills the gap related to the lack of utilisation of digital media in Arabic learning evaluation.

Conclusions and Implications: In conclusion, Wordwall is effectively used as an evaluation medium for Maharah Al Kitabah and has a positive impact on students' learning process. The implication is that teachers need to continue to develop the utilisation of digital media in learning evaluation and become a reference for further research in the field of Arabic language education.

Keywords:

Wordwall Application; Media; Evaluating Maharah Al Kitabah

ABSTRAK

Latar Belakang: Penelitian ini dilatarbelakangi oleh pentingnya inovasi media evaluasi dalam pembelajaran Maharah Al Kitabah di SMP Islam Mutiara Al Madani. Evaluasi yang selama ini digunakan cenderung bersifat konvensional, sehingga kurang menarik bagi siswa dan belum mampu mengoptimalkan keterampilan menulis mereka dalam bahasa Arab. Berdasarkan hasil observasi dan wawancara dengan guru bahasa Arab, diketahui bahwa guru telah memanfaatkan aplikasi Wordwall sebagai media evaluasi yang bersifat interaktif dan menyenangkan.

Tujuan: Tujuan penelitian ini adalah untuk mendeskripsikan pemanfaatan aplikasi Wordwall dalam evaluasi Maharah Al Kitabah.

Metode: Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif. Sumber data berasal dari guru bahasa Arab dan proses pembelajaran di kelas VIII dengan sampel yang dipilih secara purposive sampling. Teknik pengumpulan data dilakukan melalui observasi partisipatif dan wawancara semi-terstruktur menggunakan instrumen berupa pedoman observasi dan pedoman wawancara. Prosedur analisis data mencakup proses reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil dan Pembahasan: Hasil penelitian menunjukkan bahwa penggunaan Wordwall dalam evaluasi Maharah Al Kitabah mampu meningkatkan partisipasi siswa dan mempermudah guru dalam mengelola penilaian secara lebih bervariasi. Penelitian ini turut mengisi kesenjangan terkait minimnya pemanfaatan media digital dalam evaluasi pembelajaran bahasa Arab.

Kesimpulan dan Implikasi: Kesimpulannya, aplikasi Wordwall efektif digunakan sebagai media evaluasi Maharah Al Kitabah dan memberikan dampak positif terhadap proses pembelajaran. Implikasinya, guru perlu terus mengembangkan pemanfaatan media digital dalam evaluasi pembelajaran, serta menjadi rujukan untuk penelitian selanjutnya di bidang serupa.

Kata Kunci Aplikasi Wordwall; Media; Evaluasi; Maharah Al Kitabah



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INTRODUCTION

In modern education, the use of information and communication technology has become an integral part of the learning process.[1] The presence of digital media has a major impact on how teachers deliver material, how students learn, and how learning is evaluated. The application of digital media in teaching and learning activities has proven to be able to increase student motivation, expand access to information, and create a more interactive learning atmosphere.[2] One important aspect of learning is evaluation, which not only aims to measure learning achievement but also serves as a diagnostic tool for teachers to assess the effectiveness of the methods and media used.[3]

In the context of Arabic language learning, especially in Maharah Al Kitabah (writing skills), evaluation media plays an important role in encouraging students to express their understanding of Arabic language structures and vocabulary in writing.[4] However, the reality in the field shows that learning the Maharah Al Kitabah still faces various obstacles, especially in terms of student interest and participation. The evaluation carried out is generally still conventional and monotonous, such as copying assignments or ordinary written exams that are less able to stimulate students' active involvement.[5] This has an impact on the low quality of students' writing and their limited creativity in using Arabic.[6]

Based on initial observations and interviews conducted with Arabic language teachers at Mutiara Al Madani Islamic Junior High School, it is known that teachers have taken the initiative to utilise the Wordwall application as an alternative evaluation media in learning Maharah Al Kitabah. This application allows teachers to create quizzes, puzzles, or interactive games related to

the Maharah Al Kitabah material so that the evaluation process becomes more interesting and fun. The use of Wordwall is considered to be able to increase student response and engagement due to its attractive appearance and easy and flexible use, both through computers and mobile devices.[7]

Research related to the utilisation of digital media in Arabic language learning has previously been conducted. Some studies show that digital-based interactive media can improve student learning outcomes, such as the use of Quizizz, Kahoot, or other e-learning applications in vocabulary and reading learning.[8] However, there are still very limited studies that specifically discuss the use of Wordwall as an evaluation media in Maharah Al Kitabah.[9] This is where the research gap to be answered in this research is how the role and effectiveness of the Wordwall application in helping teachers evaluate students' Maharah Al Kitabah (Writing Skills) in Arabic.[10]

In addition, previous studies generally focus more on the teaching method and have not in-depth addressed the evaluation aspects that are directly related to productive skills, such as Maharah Al Kitabah.[11] Some studies also highlighted learning outcomes quantitatively without exploring teachers' experiences or the dynamics of digital media implementation from a qualitative perspective.[12] Therefore, this research comes to fill the void with a descriptive qualitative approach, describing the utilisation of Wordwall based on observation data and direct interviews with teachers who use it in the real context of classroom learning.[13]

The novelty of this research lies in its specific focus on the use of the Wordwall application in evaluating Maharah Al Kitabah, which has not been widely discussed in the previous literature.[14] In addition, the qualitative approach in seeing how this media is utilised by teachers is also a major strength that provides a more contextual and in-depth perspective.[15] This research not only looks at student learning outcomes, but also explores the process of using the media, teacher considerations, and student responses to the form of evaluation applied.[16]

The contribution of this research is very important for the development of Arabic learning media, especially at the junior high school level.[17] By providing a real picture of the good practices of teachers in using digital media, this research is expected to be a reference for other teachers in developing creative and effective evaluation methods. In addition, the results of this study can also be an input for curriculum developers to start considering the integration of digital media more systematically in foreign language learning.[18]

This research also has practical and academic significance. Practically, teachers can take inspiration from the utilisation of Wordwall to create evaluations that are more fun and relevant to today's digital generation. Academically, this research expands the study on the use of digital media in Arabic language learning evaluation and adds to the limited literature in this field, especially in the context of Maharah Al Kitabah.[19] Thus, this research makes a double contribution that has a direct impact on teaching practice and the development of knowledge.[20]

The importance of this research also lies in the context of the evolving times, where students are very familiar with technology.[21] If learning media and evaluation do not keep up with these developments, there is a concern that there will be a gap between students' learning styles and the teaching approaches applied. Therefore, it is important to conduct this research to provide concrete solutions that are relevant to current learning needs while strengthening the role of teachers as innovators in the teaching and learning process.[22]

The main purpose of this research is to describe in detail how the utilisation of the Wordwall application is applied as an evaluation media in learning Maharah Al Kitabah at Mutiara Al Madani Islamic Junior High School.[23] This research also aims to reveal the teacher's experience in using the application, the challenges faced, and its impact on student involvement in the evaluation process. Thus, this research not only answers questions about the effectiveness of the media but also reveals the meaning and context of its use more broadly.[24]

LITERATURE REVIEW

² The use of technology in Arabic language education is increasingly important to create interactive and effective learning. One application that is starting to be used in Arabic language learning is Wordwall, which provides a variety of game and quiz templates that can be customised according to learning objectives. This app allows teachers to create more interesting and interactive evaluations, which in turn increases student engagement in the learning process. Wordwall is expected to have a positive impact on the learning of Maharah Al Kitabah (writing skills) by creating a more dynamic and fun learning experience.[25]

Wordwall App

Wordwall is a web-based application that allows users, especially teachers, to create interactive learning activities such as games, quizzes and tests that can be tailored to the needs of teaching materials. This application aims to increase student engagement in the learning process by providing interesting learning media that can be accessed online. In the context of this research, Wordwall is used as an evaluation medium in learning Arabic maḥārah al-kitābah (writing skills).[26]

¹⁰ Maharah Al Kitabah

Maharah Al Kitabah in Arabic refers to writing skills which include the ability of students to compose sentences by Arabic language rules, organise ideas in writing, and convey messages or information clearly and effectively.[27] These writing skills cover various aspects, including mastery of vocabulary, sentence structure, grammar, and the ability to express ideas in writing appropriately. Learning Maharah Al Kitabah is key in Arabic language teaching because writing is one of the main ways to measure students' understanding and mastery of the language.[28]

Learning Evaluation Media

¹ Learning evaluation media is a tool used to measure the extent to which students have achieved learning objectives. It provides feedback to students to improve their understanding. In this study, the Wordwall application is used as an evaluation media for Arabic Maharah Al Kitabah (writing skills). Through interactive quizzes and games, Wordwall allows teachers to assess students' writing skills and provide immediate feedback. The app makes evaluation more interesting and effective, as well as increasing student engagement in the learning process.[29]

² Various researchers have explored the utilisation of digital media, especially the Wordwall application in Arabic language learning, which shows a positive impact in improving student learning outcomes. Research ¹⁵ Nurchasanah and Fahmi (2024) revealed that showed that the use of Wordwall can increase the interest in learning Arabic vocabulary in class VIII students at MTs Al-Muddatsiriyah Jakarta. This interactive media is proven effective in increasing student engagement in the learning process. In addition, Wordwall also facilitates formative assessment, which provides an opportunity for teachers to evaluate students on an ongoing basis throughout the learning process, rather than just at the end of learning.[30]

² In a study conducted by Liputo et al. (2023), it was found that students responded positively to the use of Wordwall in Arabic language learning. Students considered that this application was able to stimulate their interest in learning and create a more dynamic learning environment. The integration of this technology makes learning more interactive and interesting, so students feel more involved in the learning process. The use of Wordwall provides variety in traditional learning methods, making it more enjoyable and supporting a more effective learning experience.[31]

Based on the literature review, the use of the Wordwall application in learning Maharah Al Kitabah has great potential to increase student motivation and engagement. The app is effective as an evaluation medium that supports the development of students' writing skills in an interactive and fun way. Previous research shows that Wordwall can improve learning outcomes, especially in vocabulary acquisition and other skills. However, challenges such as limited access to technology and teacher readiness need to be considered to optimise Wordwall implementation. Appropriate technology integration can enrich the learning experience and improve the quality of Arabic language education in the digital era.

METHOD

This research uses a qualitative approach with a descriptive design. The qualitative approach was chosen to gain an in-depth understanding of the utilisation of the Wordwall application in learning the Maharah Al Kitabah Arabic at Mutiara Al Madani Islamic Junior High School. The descriptive design allows researchers to describe in detail the phenomena that occur in the learning process, especially in terms of the use of technology to support the evaluation and development of students' writing skills. The main focus of this research is to explore the experiences of teachers and students in using the Wordwall application as an evaluation media in Arabic language learning.[32]

The population in this study were Arabic teachers and grade VIII students involved in learning Maharah Al Kitabah at Mutiara Al Madani Islamic Junior High School. The research sample was selected by purposive sampling, namely the selection of samples based on certain criteria. The sample consists of one Arabic teacher who has used the Wordwall application in learning and 20 students who actively participate in Arabic learning by utilising the application. This sample selection aims to obtain relevant and representative data regarding the use of the Wordwall application in learning the Maharah Al Kitabah.

The instruments used in this research consisted of observation guidelines and semi-structured interview guidelines. The observation guideline was used to directly observe the application of the Wordwall application in the classroom with a focus on students' interaction with the application as well as how teachers integrate the application in learning activities. Semi-structured interviews were conducted with teachers and students to get more in-depth information about their experience in using Wordwall. This instrument was designed to explore their perceptions, constraints, and benefits of using Wordwall as an evaluation tool in Arabic language learning.

The data collection procedure started with classroom participatory observation to observe the implementation of Wordwall in learning Maharah Al Kitabah. During the observation, the researcher recorded the ongoing teaching and learning process and students' interaction with the app. Interviews were conducted after the observation session to further explore the views and experiences of teachers and students regarding the use of Wordwall. The collected data was analysed using thematic analysis techniques, which included coding the data, grouping the main themes, and drawing conclusions based on the patterns found. This process ensured that the data analysis was systematic and in-depth.

RESULT AND DISCUSSION

The Role of Wordwall Application in Improving Maharah Al Kitabah Learning

Wordwall application has become one of the technological innovations used in learning the Maharah Al Kitabah Arabic at Mutiara Al Madani Islamic Junior High School. The use of this

application helps create more interactive and fun learning for students. Arabic teachers at this school utilise Wordwall to improve students' writing skills, especially in forming sentences, paragraphs, and understanding Arabic language structures better through the various features available, Wordwall offers a more dynamic learning experience, makes it easier for students to understand the material in a fun way, and provides immediate feedback.[33]

In addition, Wordwall allows students to work on very varied practice questions. Activities such as composing sentences, choosing the right words to complete sentences, and writing short essays are often used to support the learning of Maharah Al Kitabah. Each of these types of problems provides an opportunity for students to practice writing in a more creative and less boring way. As such, the app supports the gradual and thorough development of students' writing skills and enables them to master different aspects of more complex writing skills.

The following table illustrates the types of activities used in the Wordwall app to hone Maharah Al Kitabah:

Table 1. Types of Maharah Al Kitabah Learning Activities Using Wordwall Application

No	Activity Types	Activity Description	Activity Objective
1	Constructing Sentences	Students are given random words and asked to arrange them into correct sentences.	Develop syntax skills and write coherent sentences.
2	Fill in the Missing Vocabulary	Students complete sentences with missing words	Sharpen vocabulary mastery in context
3	Writing Short Paragraphs	Students are asked to write a paragraph based on a specific topic	Improve the ability to write clear and structured paragraphs

Based on the table above, it can be seen that the use of the Wordwall application includes various types of activities that can improve students' Maharah Al Kitabah. Activities such as composing sentences, filling in missing vocabulary, and writing short paragraphs provide opportunities for students to practice writing in various forms, to develop syntax skills, vocabulary acquisition, and the ability to write coherent paragraphs. Each activity is designed to provide a learning experience that is both fun and educational, given the gamification elements of the app.

According to one of the Arabic teachers involved in this study, the use of Wordwall had a positive impact on the learning process. The following is an excerpt from an interview with the teacher:

"The use of the Wordwall app is very effective in improving students' writing skills. They not only write, but also learn through fun activities. I see a significant change in their interest and motivation to learn, especially in writing sentences and paragraphs." (Interview Syifa, 2025).

The teacher went on to say that the interactive features and quick responses provided by the app allow students to get immediate feedback after completing the task. This way, students can correct their mistakes immediately, which speeds up the learning process. Immediate feedback also helps teachers to know which areas need improvement and explore the difficulties experienced by students.

In addition, technology-based teaching, such as Wordwall, provides great flexibility for teachers in designing and implementing lessons. Teacher adds:

"I can set questions with different levels of difficulty, so that each student is challenged according to his or her ability. This helps us to provide a more personalised learning experience." (Interview Syifa, 2025).

For example, teachers can select certain topics in maḥārah al-kitabah, such as sentence structure or the proper use of pronouns, and then set up practice questions according to students' ability levels. This shows that Wordwall allows for better customisation for various student needs, making the learning process more effective. In addition to providing benefits for teachers, this app also has a positive impact on students. One of the students who used this app revealed:

"Previously, I found it difficult when asked to write sentences or paragraphs in Arabic. But after using Wordwall, I find it easier to compose correct sentences because I can practice many times with different questions." (Interview Hamzah, 2025).

With the fast feedback system and attractive display, students become more motivated to continue practising and improving their writing skills. Students who previously felt anxious or pressured by writing assignments now feel more confident because they can see their progress directly. The gamification feature present in this app also provides additional motivation. Every time students complete a task or exercise, they earn points or reach a certain level. This turns learning into more fun, as if they are playing a game while learning. One student adds:

"I enjoy learning to write more because of the points I get after completing tasks. It feels like playing a game and learning at the same time." (Interview Naura, 2025).

In addition, the use of this app allows teachers to give independent assignments to students outside of class hours. Students can access the app anytime and anywhere, which allows them to continue practising writing independently at home or during free time. Overall, the use of Wordwall in maḥārah al-kitabah learning not only provides a more interesting learning alternative but also helps students to be more active in learning. In this way, students not only become more skilled in writing, but also more motivated to continue practicing and developing their Arabic language skills.

The use of Wordwall application in learning Maharah Al Kitabah has a significant impact on students' writing skills. With various types of activities that can be customized according to the level of difficulty and needs of students, this application successfully increases students' motivation and participation in learning. In addition, the immediate feedback and gamification features in Wordwall make learning more fun and effective so that students can develop their writing skills more quickly and confidently.

Impact of Wordwall on Student Motivation and Engagement

Student motivation and engagement are important aspects in the success of the teaching and learning process, especially in the development of Maharah Al Kitabah or writing skills in Arabic. At the junior high school level, learning to write is often considered difficult and boring, especially if it is only done with conventional methods such as lectures or writing exercises in books. Therefore, an approach that is able to stimulate the enthusiasm and interest of students to be actively involved is needed, one of which is through the use of interactive digital media. Arabic teachers at Mutiara Al Madani Islamic Junior High School utilize the Wordwall application as an evaluation medium that not only enriches teaching methods but also has a significant impact on student motivation and engagement.[34]

The Wordwall is displayed by the teacher in the classroom through a projector and used as a tool for writing practice and learning evaluation. When the Wordwall was displayed, students showed enthusiastic reactions. Many of them immediately focused their attention on the screen and showed happy expressions, even some students spontaneously raised their hands to come

forward to do the questions. This shows that the visualization and interactive elements of Wordwall are able to trigger students' intrinsic motivation, especially because they feel more directly involved in learning that is usually passive.

In addition, students' cognitive engagement also increased. They become more focused during the practice process using Wordwall, compared to when the teacher only explains the material verbally. Wordwall is able to present questions in various interesting forms, such as word stacking, multiple choice, or puzzles, so that writing practice becomes more fun. Teachers also utilize Wordwall to provide feedback directly after students answer, which makes students more quickly understand their mistakes and motivated to improve.

To give a more concrete picture, here are the results of observations on ten aspects of students' motivation and engagement during the learning process with Wordwall:

Table 2. Aspects of Student Motivation and Engagement with Wordwall in the Classroom

No	Aspects Observed	Classroom Findings	Visible Indicators
1	Initial Enthusiasm	Students immediately focus and show enthusiastic expressions when the Wordwall is displayed	Smiles, spontaneous cheers, attention to the screen
2	Student Initiative	Many students voluntarily come forward without needing to be appointed by the teacher	Hands up, scramble forward, active volunteers.
3	Study Focus	Students look serious and not easily distracted during Wordwall session	Eyes on the screen, little talking, taking notes
4	Visual Response	Students said it looks interesting and like a fun game	Positive comments, smiling, wanting to try
5	Response to Feedback	Students are excited when they receive the answer and want to try again	Repeating questions, laughing, asking the teacher
6	Confident Writing	After the exercise, students are more confident when asked to write sentences	Writes without hesitation, rarely re-questions
7	Group Cooperation	Students actively discuss and help friends when working in groups	Exchange ideas, discuss, encourage friends
8	Spontaneous Participation	Some students dare to answer without waiting for instructions from the teacher	Answering alone, asking initiative, answering quickly
9	Advanced Interest	Students wished the Wordwall would be held again and asked for the next session	Asking when else, enthusiastically waiting for the next session
10	Reaction to Scores	Students are enthusiastic to see the scores and spur themselves to be better than before	Compare scores, redo questions, want to do better

Based on the table above, it can be seen that students' enthusiasm and motivation increased significantly when they used the Wordwall app. Aspects such as student initiative, group cooperation, and spontaneous participation show that the app not only makes students more active, but also builds their confidence in writing. In addition, responses to feedback and reactions to scores show how students are increasingly interested in competing and improving in learning.

The Arabic teacher interviewed said that Wordwall has brought significant changes in the learning process, especially in increasing students' participation during writing lessons. She said:

"I display the Wordwall through the projector and invite students to participate one by one. They are very interested and even scramble to come forward. This is very different from when I only used the usual lecture method. Children who were previously lazy to write are now interested because they feel like they are playing while learning." (Interview Syifa, 2025)

The interview shows that Wordwall does not only function as an evaluation medium, but also as a tool to drive student motivation. With a fun approach, the teacher succeeds in building a non-stressful learning atmosphere, so that students feel comfortable to practice writing even in a foreign language such as Arabic. This positive emotional effect is very important to create a conducive learning atmosphere.

From the students' side, the learning experience with Wordwall also gives a deep impression. In an interview with one of the 8th grade students, he expressed his feelings when participating in the Wordwall session in class:

"When I see the Wordwall screen, I get excited. It's fun and doesn't make me bored. I can immediately know if my answer is right or wrong, so I'm more excited to try again. I'm also happy when I can go to the front and my friends are watching. It feels like playing a game, but also learning to write Arabic." (Interview Yerika, 2025)

The student's admission strengthens the evidence that Wordwall is able to bridge students' needs for fun and productive learning. With interactive material delivery and challenges in the form of educational games, students are encouraged to be more active and enjoy the learning process without feeling burdened. Although students did not use the Wordwall app independently at home, the teacher's presence as a facilitator in the classroom proved to be quite effective in creating high engagement. The teacher utilizes each Wordwall session to create a healthy competitive atmosphere, where students compete to show their writing skills. This proves that the use of learning technology does not always have to be individualized, but can be maximized collectively in classical learning.

Overall, the findings show that Wordwall serves not only as an interactive learning medium, but also as an effective means to increase student motivation and engagement. Thus, the utilization of apps like Wordwall can be an effective alternative in facing the challenges of learning to write in this digital era. The increase in students' motivation and engagement in learning *Maharah Al Kitabah* shows that technology, if applied appropriately, can accelerate the achievement of educational goals, especially in improving students' writing skills at the junior high school level.

Challenges and Constraints in Using Wordwall for Learning *Maharah Al Kitabah*

The use of the Wordwall application in learning *Maharah Al Kitabah* at Mutiara Al Madani Islamic Junior High School provides many benefits, but is inseparable from several challenges and obstacles. As a digital media, Wordwall requires adequate technological devices and good internet connection stability. One of the main challenges faced by teachers and students is the limited technology facilities in some classes. Although most students are familiar with the use of digital devices, not all students have equal access to devices that can support the use of this application. This affects the smoothness of the learning process that relies on technology.

Another challenge lies in the readiness of teachers to utilize this application optimally. Some teachers feel less confident in using technology-based applications such as Wordwall, especially if they are not familiar with these digital tools. Therefore, more intensive training is needed for teachers so that they can integrate this application in an effective way and in accordance with learning needs.

In an interview with one of the teachers who teaches Arabic at Mutiara Al Madani Islamic Junior High School, she revealed, *"Although Wordwall is very interesting and interactive, I found it a bit difficult at first to fully utilize it. It took time to really master it and make it effective in class."* This recognition

shows that while the app has a lot of potential, teachers' skills in operating it are also crucial for successful implementation in the classroom.

In addition to the issue of teacher readiness, the limited hardware in schools is also a barrier. Teacher interviewed stated, *"In some classes, we have to share devices with other students, which makes the teaching and learning process sometimes ineffective. Sometimes the network is also unstable."* This statement shows that challenges related to technological infrastructure in schools can affect the effectiveness of using apps like Wordwall in Arabic language learning.

The following table summarizes the challenges and constraints faced in using Wordwall in the classroom:

Table 3. Obstacles and Challenges in Using Wordwall in Learning Maharah Al Kitabah

No	Aspects	Obstacles Faced	Impact on Learning
1	Technology Availability	Device limitations and unstable internet network	Restrict student access to use the app to its full potential
2	Teacher Readiness	Teachers feel less confident in using Wordwall	Use of the app is not maximized at first
3	Time Limitations	Limited time to prepare materials in the app	Reduced effective time in Wordwall usage
4	School Infrastructure	Inadequate hardware and lack of computer lab space	Causes disruption to the learning process in the classroom
5	Limited Student Access	Some students do not have personal devices that support the use of Wordwall	Limiting student engagement in technology-based learning

⁴ Based on the table above, it can be seen that the biggest obstacle faced by schools is the lack of adequate devices and internet networks. Although this application can provide many benefits for learning, unsupportive infrastructure hinders the potential for maximum use of this application. This is certainly a big challenge, especially in schools that do not have adequate digital facilities.

On the other hand, despite the obstacles related to teachers' readiness, most teachers admit that using Wordwall provides a different experience in teaching. However, they still suggest further training on how to utilize technology in learning. One teacher added, *"It is very important for teachers to keep learning and adapting to technology. With more training and guidance, I think the use of Wordwall will be optimized."* This shows the importance of professional development support for teachers in improving their technology-based teaching skills.

Another obstacle is the limited time available to integrate apps like Wordwall in every meeting. A lot of material must be delivered in a short time, so the use of this application needs to be adjusted to the existing time allocation. With limited time, teachers must be smart in choosing

which aspects to teach using Wordwall so that the application can be used effectively. The next challenge is how to harmonize the use of Wordwall with the existing curriculum. Not all aspects of maḥārah al-kitābah learning can be covered with this application, so teachers need to be wise in utilizing the application according to the learning objectives to be achieved. Therefore, teachers need to make a clear lesson plan so that technology does not interfere with the main objectives of learning.

Overall, although there are various challenges and obstacles in using Wordwall, this application still provides a lot of potential to improve the quality of maḥārah al-kitābah learning. Although limited infrastructure and teacher readiness are obstacles that need to be considered, the utilization of technology such as Wordwall can enrich learning methods that are more interactive and fun. In the future, with improvements in better infrastructure and training for teachers to be more skilled in utilizing this application, it is hoped that the use of Wordwall can be more optimal. This can certainly have a greater positive impact on students, especially in improving their writing skills. With its various advantages, the use of this application has the potential to make Arabic language learning more interesting, effective, and relevant to current technological developments.

CONCLUSION AND IMPLICATIONS

This research aims to describe the utilization of Wordwall application as an evaluation media for Maharah Al Kitabah at Mutiara Al Madani Islamic Junior High School, focusing on its impact on motivation, student engagement, as well as challenges and obstacles faced. Based on the findings, the use of Wordwall application can increase student engagement in the learning process, improve the quality of evaluation, and provide faster and more effective feedback. Students showed positive responses to the use of this app, especially in terms of their motivation and interest in doing writing assignments, which were previously considered difficult and boring. In addition, the app also facilitates teachers in delivering materials in a more interactive way, thus making the learning process more interesting.

However, behind the successful use of Wordwall, this study also found several obstacles, including limited technology infrastructure that affects the smooth use of the application, as well as challenges in teacher readiness to integrate technology in learning. Therefore, in order to optimize the utilization of Wordwall application, it is necessary to improve the technology infrastructure in schools and further training for teachers. The implication of this finding is that digital applications, such as Wordwall, have great potential to support maḥārah al-kitābah learning, but there needs to be adequate support in terms of facilities and educator competency development. Future research is expected to explore the use of this app in various other schools and classrooms to gain deeper insights into its long-term impact as well as how other digital apps can contribute to the development of Arabic language learning.

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