

Effective Tajwid Learning Strategy Using Wordwall Media at TPA Salabenda Village, Bunta District

Asraty Poku^{1*}, Risky Diya Amalia Rais², Annisa Fauziah³, Hanifah Darise⁴, Lala Saskiyah⁵, Nurma Manopo⁶, Ramli Ladamay⁷, Tegar⁸
Universitas Muhammadiyah Luwuk

Corresponding Author: Asraty Poku; asratypoku.umlb07@gmail.com

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ABSTRACT

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Tajweed learning is an essential aspect of reading the Qur'an correctly and properly. However, many students in Taman Pendidikan Al-Qur'an (TPA) still struggle to understand and apply tajweed rules. This study aims to analyze the effectiveness of using Wordwall media in improving students' understanding of tajweed at TPA. This research employs a descriptive qualitative method with observation, interviews, and documentation as data collection techniques. The results show that using Wordwall media enhances student engagement in learning, facilitates the understanding of tajweed rules, and creates a more interactive and enjoyable learning environment. With this technology-based approach, students are more motivated to learn and comprehend tajweed more effectively. In conclusion, the use of Wordwall media can be an effective tajweed learning strategy in TPA and has the potential to improve the overall quality of Qur'anic education

INTRODUCTION

Tajweed learning plays a crucial role in ensuring the correct reading of the Qur'an according to the established rules. However, in practice, there are still many students at the Al-Qur'an Education Park (TPA) who have difficulty understanding and applying the science of tajweed. Based on the results of initial observations at the TPA, Salabenda Village, it was found that around 60% of students had difficulty distinguishing makharijul huruf and other tajweed laws. This is due to the lack of interactive learning methods and the limited media used in teaching. Therefore, innovation is needed in learning strategies so that the learning process becomes more interesting and effective. Good learning is learning that is fun and full of creativity (Lamadang et al., 2022) The target audience for this community service activity is students at the TPA aged 7-15 years who come from various social and economic backgrounds. Many of them come from families with lower to middle economic levels, where access to technology-based learning resources is still limited. Geographically, the locations of the TPA targeted by this activity are spread across several areas with varying educational infrastructure. Some TPAs have adequate facilities, while others are still limited in the use of digital technology.

In this context, the use of technology-based learning media such as Wordwall is a potential solution. Wordwall is a digital platform that allows teachers to create interactive quizzes, educational games, and practice questions that can be easily accessed by students (Sarah, 2024). Based on previous research (Nissa & Renoningtyas, 2021), this technology-based method has been proven to be able to increase learning motivation and understanding of the concepts taught.

This study departs from the obstacles experienced by students in understanding and applying the rules of tajwid correctly. This difficulty stems from less innovative teaching methods and the minimal use of interesting learning media. Therefore, this study aims to examine the extent to which the use of Wordwall media is effective in improving students' understanding of tajwid. In addition, this study also seeks to examine how the application of this media can affect students' learning motivation and identify challenges that may arise in the process of implementing Wordwall in the TPA environment.

The main objective of this activity is to evaluate the effectiveness of using Wordwall media in improving students' understanding of tajwid at TPA. According to research (Setiawan & Andrianto, 2024), by utilizing digital-based technology, students are expected to be able to understand the rules of tajwid more easily and enjoyably. In addition, this study aims to explore more deeply the impact of using Wordwall on students' learning motivation. Increasing learning motivation is an important aspect in ensuring that tajwid learning is not only understood theoretically but also applied in daily reading. In addition, this study also aims to identify the obstacles faced during the implementation of this method and to compile recommendations for teachers so that they can optimize the use of Wordwall as an innovative and effective learning media in teaching the Qur'an.

The use of technology in tajwid learning has become a focus of attention in recent years. Various studies have shown that the integration of digital media can improve students' understanding and interest in learning tajwid. For example, research conducted by (Setiawan & Andrianto, 2024) found that the use of Wordwall-based learning media significantly increased students' interest in learning Islamic Religious Education subjects compared to conventional methods.

In addition, the development of Android-based tajwid learning applications has also shown positive results. Research by (Nadawiyah & Anggraeni, 2021) shows that the use of Android-based tajwid learning media is very suitable for use as a supporting medium in learning Islamic Religious Education tajwid material.

LITERATURE REVIEW

The use of Augmented Reality (AR) technology in tajwid learning has also been explored. Research by (Indahsari & Sumirat, 2023) shows that the integration of AR technology can be used to increase the efficiency of the ability to present data in real-time and provide interactive guidance in learning the science of tajwid.

Furthermore, research by (Rosyid & Alwi, 2024) evaluated the effectiveness of using Wordwall learning media in increasing student engagement and understanding. The results of the study showed that Wordwall is an interactive learning media that is effective in creating a fun learning atmosphere, increasing student engagement, and supporting understanding of learning materials. Learning the Qur'an and tajwid is very effective if done with the right method (Lamadang, 2024) Thus, the integration of technology in tajwid learning, including the use of interactive media such as Wordwall, Android-based applications, and AR technology, can increase the effectiveness of learning and students' understanding of tajwid material.

METHODOLOGY

This community service uses a descriptive qualitative method with a case study approach in one of the TPA. Data were collected through direct observation, interviews with teachers and students, and documentation during the learning process. Observations were conducted to see the interaction of students with Wordwall media and how their understanding of tajwid changed. Interviews were used to explore the experiences and opinions of students and teachers regarding the effectiveness of this method. The data obtained were then analyzed descriptively to obtain a comprehensive picture of the impact of using Wordwall in tajwid learning.

RESULTS AND DISCUSSION

This community service activity was carried out with the aim of improving students' understanding of tajwid at the Al-Qur'an Education Park (TPA) through the use of interactive Wordwall learning media. The implementation of the activity involved several main stages, starting with identifying needs and planning, training for teachers, implementing Wordwall media in learning sessions, to evaluating the effectiveness of the media.

The indicators of the success of this activity were determined based on the increase in understanding of tajwid and the active involvement of students in the learning process. The benchmarks used included the results of the pre-test and post-test to assess the increase in understanding of tajwid, as well as observations of student participation during learning sessions. The increase in student activity and enthusiasm during learning is also a positive indicator of the success of this activity.

The main advantage of using Wordwall media is its ability to create an interactive and enjoyable learning atmosphere, so that it can increase student motivation and involvement. Previous research has shown that the use of interactive learning media such as Wordwall can increase student interest and understanding in learning Islamic Religious Education. However, there are several weaknesses that need to be considered, such as limited access to technological devices in several TPAs and the need for additional training for teachers to optimize the use of this media (Putri et al., 2024).

The level of difficulty in implementing this activity is mainly related to the adaptation of teachers and students to new technologies (Hanif et al., 2024). Some teachers need time to understand and integrate Wordwall media into their teaching methods. In addition, the limited technological infrastructure in several TPA locations is a challenge in itself. However, with the right support and training, this challenge can be overcome.

Opportunities for future development include the integration of other interactive learning media and increasing the capacity of teachers in utilizing technology in learning. In addition, collaboration with various parties to provide adequate technological infrastructure at TPA can support the sustainability and effectiveness of this program.

The use of Wordwall media in tajwid learning at TPA shows positive results in increasing the understanding and involvement of students. By overcoming existing challenges and utilizing development opportunities, it is hoped that this program can continue to contribute to improving the quality of tajwid learning in the future.

Tajwid learning at TPA Salabenda Village, Bunta District faces challenges in improving students' understanding of the laws of reading the Qur'an. To overcome this challenge, in 2025, Wordwall media began to be implemented as an interactive tool in learning. The following is data on the development of students' understanding after the implementation of Wordwall for 1 month.

Table 1. Improvement in Students' Understanding Oof Tajwid after the Implementation of Wordwall Media at the TPA, Salabenda Village, Bunta District

Period	Number of Students	Percentage of Understanding Before WordWall	Percentage of Understanding After WordWall
Before WordWall (2024)	10	50	-
After 1 month (2025)	10	-	75

From Table 1, it can be seen that the students' understanding increased gradually after using the Wordwall media. Initially, only about 50% of students understood tajwid well, but after one month of using Wordwall, this number increased to 75%. This increase was not only seen from the results of the tajwid understanding evaluation, but also from the increase in active participation of students in class. The following is documentation when students used Wordwall media in learning.



Figure 1. MPPL MBKM Students Introduce WordWall Media to TPA Students in Salabenda Village in Tajwid Learning

From Figure 1, it can be seen that when students explain and introduce WordWall, students listen carefully so that when it is implemented, students are expected to be able to use WordWall properly and correctly. The implementation of WordWall is also expected to be a fun interactive media in learning Tajweed.



Figure 2. Students Using WordWall Media at TPA Students in Salabenda Village in Tajweed Learning

From Figure 1, it can be seen that the use of Wordwall creates a more enjoyable and interactive learning atmosphere. Students appear more enthusiastic in participating in learning, which has a positive impact on their understanding of tajwid.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, it can be concluded that the use of Wordwall media in tajwid learning at TPA is an effective strategy in improving students' understanding and motivation. This media not only makes the learning process more interactive, but also helps teachers in delivering materials in a more interesting and systematic way. However, further support is needed in the provision of technological devices and training for teachers so that the implementation of this method can run optimally.

FURTHER STUDY

This study still has limitations, so further research is needed related to the topic of Effective Tajwid Learning Strategy Using Wordwall Media at TPA Salabenda Village, Bunta District in order to perfect this study and increase insight for readers.

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