

Effectiveness of the ASSURE Instructional Model Integrated with Wordwall in Promoting Students' Learning Engagement in Akidah Akhlak

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ABSTRACT

The teaching of Aqidah Akhlak at the MTs level remains predominantly characterized by conventional approaches with limited utilization of instructional media, resulting in suboptimal development of students' learning engagement. Furthermore, the use of gamification-based media, such as Wordwall, in Aqidah Akhlak instruction is still minimal and has not been systematically integrated, despite its considerable potential to enhance student involvement and active participation. This study explores the effectiveness of a technology-enhanced instructional approach that combines the ASSURE learning model with the Wordwall gamification platform to promote student learning activeness in Akidah Akhlak education. A quantitative quasi-experimental research design was implemented. The study involved seventh-grade students from MTs Darul Huda Bandar Lampung, where two classes were randomly selected and assigned to experimental and control conditions. Student learning activeness data were obtained using a validated questionnaire with satisfactory internal consistency ($\alpha = 0.754$). Statistical analysis procedures encompassed assumption testing, including normality and homogeneity tests, followed by an independent samples t-test. The results demonstrate a statistically significant difference in learning activeness between students taught using the ASSURE-Wordwall integration and those receiving conventional instruction, with a significance value of 0.011 ($p < 0.05$). Students exposed to the integrated instructional model exhibited higher levels of engagement, as reflected in their participation in questioning, collaborative discussions, interactive quizzes, and reflective learning activities. The novelty of this research lies in the application of the ASSURE instructional design model in conjunction with game-based Wordwall media within the context of Akidah Akhlak instruction at the Islamic junior secondary school level. By positioning learning activeness as the primary outcome variable, this study addresses a gap in existing literature. The findings contribute to the theoretical discourse on digital instructional design and offer practical guidance for educators in developing Islamic religious education that is interactive, structured, and responsive to the competencies required in 21st-century learning environments.



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A. INTRODUCTION

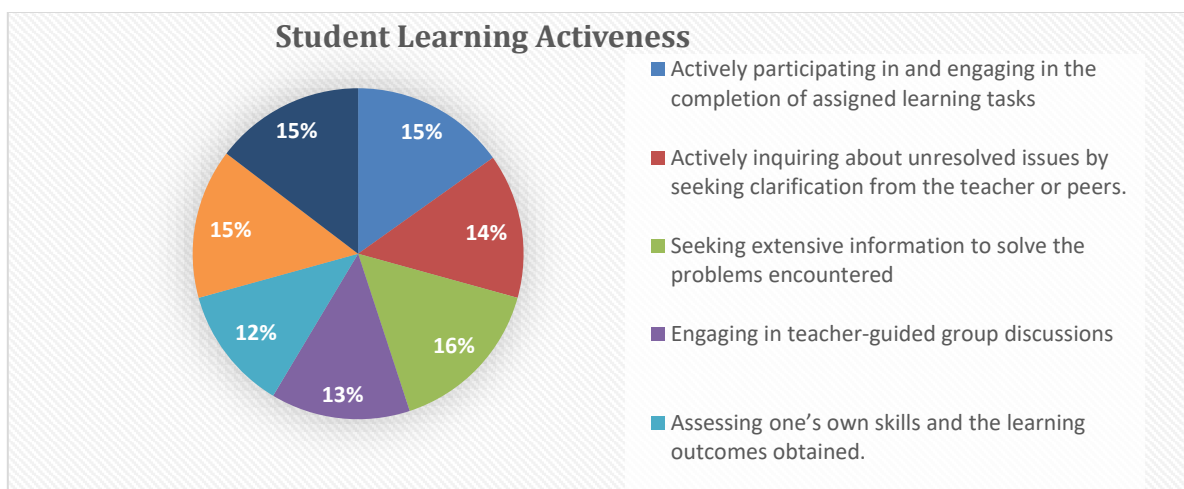
Learning activeness refers to students' physical, mental, and social engagement in the learning process, which plays a crucial role in developing logical thinking skills, utilizing ideas, and solving problems (Agustin & Sitika, 2025; Astuti & Rumiarc, 2023; Kusumaanggara & Purbojo, 2024; Zebua et al., 2024). The level of students' activeness is reflected in their participation in learning activities, both individually and collaboratively, and has a direct impact on learning success as well as the achievement of instructional

objectives (Arifin et al., 2024; Novela et al., 2023; Saefullah et al., 2025; Te et al., 2023). Therefore, students need to be encouraged to actively assume their role as learning subjects, while educators are responsible for designing structured and supportive learning systems that enable such activeness to develop optimally (Aji et al., 2022; Sari et al., 2025).

Ideal learning conditions are characterized by students' enthusiasm and enjoyment, which can be effectively supported through the use of engaging, communicative, and learner-centered instructional media and technologies aligned with students' characteristics (Purnamawanti & Widyasari, 2023). The use of varied, practical, and relevant media such as educational games, videos, animations, simulations, and collaborative group activities has been shown to enhance students' interest, comprehension, and active participation in learning (Fernandiana et al., 2022; Rahman et al., 2024). By moving away from one-way instructional approaches and aligning teaching methods and learning media with students' needs, the learning process can become more effective and learning objectives can be achieved optimally (Ningsih et al., 2023).

Based on the preliminary study conducted at MTs Darul Huda Bandar Lampung through observations, interviews, questionnaires, and documentation involving the Aqidah Akhlak teacher, Mrs. Zuniar Muchtar, S.Pd.I, as well as seventh-grade students, several issues were identified in the learning process. Instruction remains predominantly lecture-based and teacher-centered, leading students to become passive, less attentive, and minimally engaged in discussions and presentations. Moreover, the limited use of instructional media and the monotonous delivery of content render the Aqidah Akhlak subject less engaging, compounded by an evaluation system that remains simplistic and fails to comprehensively capture students' understanding. This condition simultaneously indicates a gap in both the literature and instructional practice, particularly concerning the integration of gamification-based media in Islamic education.

Although numerous studies have examined the effectiveness of gamification in enhancing student engagement and motivation, its application within the context of Aqidah Akhlak learning remains relatively limited and insufficiently explored. Consequently, gamification-based instructional innovations have not yet been optimally integrated in terms of design, implementation, and evaluation, thereby underscoring the need for further research to develop contextually appropriate and pedagogically relevant gamified media aimed at enhancing student engagement and improving the overall quality of learning in Islamic education.



Picture 1. Results of the Pre-Research Questionnaire Recapitulation on Students' Learning Activeness at MTs Darul Huda, Bandar Lampung.

Based on the learning activity diagram above, it can be concluded that the majority of students demonstrate a relatively good level of engagement across various aspects of the learning process, particularly in the indicator of seeking extensive information to solve problems, which achieved the highest percentage at 16%. However, there remains an indicator that requires further attention, namely evaluating one's own skills and learning outcomes, which recorded the lowest percentage at 12%, indicating that students still exhibit limited capacity for reflection and self-evaluation of their learning. This condition is closely associated with the implementation of the ASSURE instructional model, particularly in the *Evaluate and Revise* phase, where learners are encouraged to independently assess both the learning process and outcomes. The low level of reflective ability suggests that the evaluation stage of instruction has not been optimally implemented; therefore, a more systematic instructional design through the ASSURE model is required, especially with the integration of interactive media, to foster greater student engagement in assessing, reflecting upon, and improving their learning outcomes.

The ASSURE learning model is a practical, systematic, and easily implementable instructional design model for enhancing students' learning engagement, particularly in the subject of *Aqidah Akhlak* (Muthmainnah et al., 2022). Through stages encompassing learner characteristic analysis, objective formulation, selection of methods and media, active learner involvement, as well as evaluation and feedback, the ASSURE model assists educators in designing learning experiences that are more engaging, efficient, and effective (Sarimandi Alicia Darmi, Jalal, 2023). This model demonstrates notable strengths through its integration of varied media and technological tools, ease of application, and comprehensive instructional structure, all of which facilitate active student engagement in the learning process (Rofiq Zulfa Salsabila & M. Ramli, 2025).

Numerous studies have demonstrated that the ASSURE instructional model is effective in improving learning outcomes and instructional quality. These include the study by Andi Asma (2021) on creativity and mathematics learning outcomes; Yudika Zalukhu and Netti Mendrofa (2023) on mathematical creative thinking skills; Nurul Ulfa et al. (2024) on science learning outcomes supported by audiovisual media; I Kadek Agus Dwipayana (2023) on enhancing learning interest through traditional games; as well as Susi Marlinda and colleagues (2025), who employed the digital media Quizwhizzer in geography learning. However, no prior study has comprehensively examined the implementation of the ASSURE instructional model supported by the Wordwall educational game within *Aqidah Akhlak* learning at the MTs level, particularly with a primary focus on students' learning engagement, as most previous studies have predominantly emphasized cognitive outcomes.

The novelty and distinctive advantage of this study lie in the systematic integration of the ASSURE instructional design model with Wordwall-based gamification media, which is not solely oriented toward learning achievement but is specifically designed to enhance active student engagement through structured instructional stages, ranging from the analysis of learner characteristics to evaluation and revision. The urgency of this integration is underscored by the fact that the ASSURE model provides a clear pedagogical framework for instructional design, while Wordwall functions as an interactive medium capable of facilitating active participation, immediate feedback, and reflective learning. Therefore, this study offers a more comprehensive contribution compared to previous research in terms of its approach, implementation, and its focus on enhancing learning engagement within the context of *Aqidah Akhlak* instruction.

This research is of critical importance due to the existing discrepancy in perceptions between educators and learners concerning instructional effectiveness. While educators

perceive the instructional methods and learning media as adequate, learners report limited active involvement and insufficient ability to analyze problems from diverse perspectives. This situation may hinder the development of learners' creativity and critical thinking capacities, indicating the need for more collaborative and learner-centered instructional approaches. Results of this study are anticipated to offer meaningful contributions to educators by supporting the evaluation and enhancement of instructional approaches and learning media that promote greater engagement and interactivity. Such improvements are expected to encourage active learner involvement while strengthening critical and creative thinking skills as fundamental competencies for addressing increasingly complex real-world problems.

B. METHODS

This research adopted a quantitative methodology utilizing a quasi-experimental design (Ali et al., 2022; Nurwandari & Hardini, 2023; Wada et al., 2024). Research was undertaken at MTs Darul Huda Bandar Lampung during the second semester of the 2025/2026 academic year. The sample was selected using a simple random sampling technique to ensure equal probability for each class to be included and to minimize selection bias, utilizing the "spin the wheel" application as a randomization tool (Machali, 2021; Nidia Suriani et al., 2023). Based on the randomization results, Class VII C was assigned as the experimental group and Class VII D as the control group, under the assumption that both groups possessed comparable initial abilities, learning characteristics, and classroom environments. In the experimental class, the ASSURE instructional model supported by the Wordwall educational game media was implemented.

The instructional process began with an analysis of students' characteristics, particularly their prior knowledge, level of engagement, and learning style tendencies, which indicated that most students demonstrated low participation levels and were not yet accustomed to independently assessing their skills and learning outcomes. Subsequently, measurable learning objectives were established, and appropriate strategies and Wordwall-based media were selected to promote active student engagement, particularly in enhancing their self-reflective abilities regarding skills and learning outcomes, as this indicator showed the lowest level of achievement based on the initial observations.

According to Sudjana, as cited in the journal by (Aulia et al., 2024) the indicators of students' learning activeness include: (1) students' active engagement in completing tasks throughout the learning process; (2) their willingness to participate in problem-solving activities during instruction; (3) asking questions to teachers or peers when they do not understand the material; (4) making efforts to seek relevant information needed to solve problems; (5) participating in group discussions in accordance with the teacher's guidance; (6) the ability to evaluate their own learning abilities and outcomes; and (7) practicing by working on exercises or solving problems, as well as applying what has been learned to complete tasks or address challenges encountered (Aulia et al., 2024).

The instrument utilized in this research was a learning activeness questionnaire comprising 13 items, including nine positively phrased statements and four negatively phrased statements. Prior to its implementation, the instrument was pilot-tested on students outside the sample class. Before the instrument was administered, a pilot study was carried out with students who were not included in the sample class. The validity analysis revealed that all 13 statement items met the validity criteria, as each item's correlation coefficient was higher than the corresponding *r*-table value (Dewi et al., 2022;

Dhin et al., 2023). Moreover, the reliability analysis employing Cronbach’s Alpha produced a coefficient of 0.754, indicating that the instrument possesses a high level of reliability and internal consistency in assessing students’ learning engagement (Janna & Herianto, 2021).

After the research instruments were deemed valid and reliable, the instructional intervention was implemented in the experimental class by actively utilizing Wordwall as the learning media. Students were engaged in discussions, interactive quizzes, and reflective activities based on game outcomes to assess their own skills and learning achievements, in accordance with the *require learner participation* stage. In contrast, the control class was taught using a conventional teacher-centered approach, employing lecture, question-and-answer, and assignment methods without the use of technology-based interactive media, resulting in student involvement being largely limited to listening, note-taking, and responding to basic questions (Hajaroh & Raehanah, 2022; Nuryadi et al., 2017). At the end of the instructional process, both process and learning outcomes were evaluated, followed by the administration of a post-test in the form of a learning engagement questionnaire to both the experimental and control groups. The collected data were analyzed using normality and homogeneity tests, which indicated that the data were normally distributed and homogeneous. Subsequently, an independent samples t-test (pooled variance) was conducted, and the results revealed that the calculated t-value exceeded the critical t-value. Therefore, it can be concluded that the implementation of the ASSURE instructional model supported by Wordwall educational game media is effective in enhancing students’ learning engagement in Aqidah Akhlak, particularly in improving their ability to evaluate their own skills and learning outcomes. (Anuraga et al., 2021; Febryanti et al., 2023; Paisal et al., 2021).

C. RESULT AND DISCUSSION

Data analysis was performed to evaluate the post-intervention conditions of the experimental and control groups and to determine whether the empirical findings corresponded to the expected outcomes. The analysis was based on post-test scores obtained after the intervention. Statistical analyses included tests of normality and homogeneity, followed by an independent samples t-test.

1. Normality Test

Tabel 1. Normality Test
Tests of Normality

KELAS		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
HASIL	KELAS KONTROL	.189	22	.027	.941	22	.169
	KELAS EKSPERIMEN	.173	25	.051	.928	25	.078

a. Lilliefors Significance Correction

In accordance with the normality assessment criteria at a significance level of $\alpha = 0.05$, the null hypothesis (H_0) is maintained when the computed test statistic falls below the critical value or when the corresponding significance value (Sig.) exceeds α , indicating adherence to a normal distribution. The Shapiro–Wilk test results reported in the table indicate significance values of 0.169 for the Control Group and 0.078 for the Experimental Group. Given that both values are greater than the 0.05 threshold, no statistically significant deviation from normality is observed. Thus, the data for both groups can be considered normally distributed. Satisfying the normality assumption is a critical requirement for conducting linear regression analysis, as

normal distribution of data constitutes one of the principal assumptions of regression models. Accordingly, the dataset used in this study fulfills the necessary assumptions and is deemed appropriate for subsequent simple linear regression analysis.

2. Homogeneity Test

Tabel 2. Homogeneity Test
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
HASIL	Based on Mean	.171	1	47	.681
	Based on Median	.088	1	47	.768
	Based on Median and with adjusted df	.088	1	45.523	.768
	Based on trimmed mean	.174	1	47	.679

At a significance level of $\alpha = 0.05$, the homogeneity test indicates that the data are considered homogeneous when the significance value (Sig.) is greater than 0.05, leading to the acceptance of the null hypothesis (H_0). The purpose of the homogeneity test is to examine whether the variances of the two data groups are statistically equivalent. The results of Levene’s test, as presented in the table, reveal the following significance values across different estimation methods: Based on Mean (0.681), Based on Median (0.768), Based on Median with adjusted degrees of freedom (0.768), and Based on Trimmed Mean (0.679). Since all obtained significance values exceed the 0.05 threshold, no statistically significant variance differences are observed between the groups. Consequently, it can be inferred that the data satisfy the assumption of homogeneity of variances. This assumption is fundamental in regression analysis, as it ensures the consistency and stability of the error or residual variance.

3. T-test

Tabel 3. T-Test
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			95% Confidence Interval of the Difference			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
HASIL	Equal variances assumed	.171	.681	-2.652	47	.011	-1.118	.422	-1.967	-.270
	Equal variances not assumed			-2.658	46.839	.011	-1.118	.421	-1.965	-.272

A t-test was employed to examine whether the independent variable exerts a statistically significant partial effect on the dependent variable. To evaluate the hypothesis regarding the effectiveness of the ASSURE instructional model integrated with Wordwall educational game media in enhancing students’ learning activeness, the following hypotheses were formulated:

- a) H_0 (Null Hypothesis):The ASSURE instructional model supported by Wordwall educational game media does not demonstrate a statistically significant effect on students’ learning activeness when the two-tailed significance value exceeds 0.05.
- b) H_a (Alternative Hypothesis):The ASSURE instructional model supported by Wordwall educational game media demonstrates a statistically significant effect on students’ learning activeness when the two-tailed significance value is below 0.05.

The t-test results derived from the Coefficients output reveal a significance value of 0.011. As this value is below the 0.05 significance threshold, the null hypothesis is rejected. This finding indicates that the ASSURE instructional model combined with Wordwall educational game media has a statistically significant effect on students' learning activeness, confirming a significant relationship between the independent and dependent variables.

The results reveal that the integration of the ASSURE instructional framework with the Wordwall educational game contributes meaningfully to increased student activeness in Akidah Akhlak learning. This outcome extends beyond the mere adoption of digital tools and instead reflects the effectiveness of a deliberately structured instructional design that emphasizes learner profiling, the formulation of explicit and measurable learning objectives, and the implementation of engagement-oriented pedagogical strategies. Within this context, the ASSURE model functions as a pedagogical framework that ensures Wordwall is utilized purposefully to foster active participation, rather than serving merely as a supplementary or entertainment-oriented learning activity.

The increased level of learning activeness indicates that students no longer function merely as passive recipients of information, but rather as active agents in the learning process who are physically, cognitively, and socially engaged (Fadhillah et al., 2024; Purwanti & Novianto, 2022). This outcome accords with constructivist learning theory, which highlights the essential role of learners' active participation in the construction of knowledge (Zikry Indra Fadillah, 2025).

Tabel 4 Comparison of Students' Learning Activeness Between Experimental and Control Classes

Class	Mean Score (Likert Scale 1-3)	Category	Improvement
Control Class	27,72	Moderate	-
Experimental Class	29,56	High	+1,84

The quantitative findings were derived from the raw total scores obtained from the student learning activeness questionnaire (maximum score = 75). The analysis shows that the experimental class achieved a higher mean score 32.60 compared to the control class 30.95, indicating an improvement of 1.65 points in students' learning activeness after the implementation of the ASSURE model integrated with Wordwall.

Furthermore, the percentage increase in learning activeness was approximately 5.32%, which confirms that the instructional model contributes positively to enhancing student engagement.. This result is further supported by the statistical significance value ($p = 0.011 < 0.05$), which confirms that the difference between the two groups is statistically significant .

The integration of Wordwall at a stage requiring learner participation facilitates students' active involvement through questioning, discussion, quiz responses, and reflective evaluation of their learning achievements, thereby fostering learner engagement in a natural and continuous manner throughout the instructional process (Rafidah et al., 2024; Rizky & Kaloko, 2025).

The findings of this study support previous research conducted by Nurul Ulfa et al (2024) and Susi Marlinda et al (2025) which concluded that the ASSURE model is effective in improving the quality of learning, particularly in technology-based instructional contexts. However, most prior studies such as those by Andi Asma (2021), I Kadek Agus Dwipana et al. (2023), Nur Amaliah et al (2025) and Yudika

Zalukhu and Netti Kariani (2023) have primarily focused on enhancing cognitive learning outcomes or creativity, rather than examining student learning activeness as the main variable. Therefore, this study extends the scope of ASSURE model implementation by providing empirical evidence that the model is also effective in addressing the issue of low student participation and engagement in Islamic religious education.

The integration of Wordwall as an educational game medium makes a significant contribution to classroom dynamics (Enggar et al., 2025). Unlike conventional media, Wordwall offers immediate feedback, a variety of activities, and a healthy competitive atmosphere, thereby sustaining students' focus and attention (Anggrainy, 2024; Saputri & Hadiyanti, 2025). Previous studies on Wordwall have generally positioned this medium as an evaluation tool or for drill-and-practice activities; however, in the present study, Wordwall is positioned as a pedagogical instrument fully integrated into the ASSURE instructional design to foster sustained student engagement.

In the context of Akidah Akhlak learning, these findings carry deeper significance. This subject is often associated with normative and lecture-based approaches, which may potentially reduce students' participation. The results of this study indicate that the values of faith (akidah) and morality (akhlak) can be effectively taught through interactive approaches without diminishing the substantive depth of the material. In other words, religious education does not have to be passive and one-directional; instead, it can be designed to be dialogical and participatory through the appropriate use of technology.

Theoretically, this study reinforces the view that learning engagement emerges from the interaction among instructional design, pedagogical strategies, and the characteristics of the media employed. The ASSURE model functions as a bridge between learning objectives and students' learning activities, while Wordwall serves as a catalyst for participation. These findings also challenge the assumption that enhancing learning engagement requires complex technologies, demonstrating instead that relatively simple media, when pedagogically designed, can yield a significant impact.

The novelty of this study lies in three main aspects: context, variable focus, and media integration. First, the study is conducted in the subject of *Aqidah Akhlak* at the MTs level, a context that has been relatively underexplored using modern instructional design approaches. Second, learning activeness is positioned as the primary variable rather than merely a supporting variable for cognitive learning outcomes. Third, the integration of Wordwall within the ASSURE framework offers a systematic, interactive, and easily replicable instructional model for educators. Accordingly, this study provides both empirical and practical contributions to the development of *Aqidah Akhlak* learning that is more participatory and aligned with the demands of 21st-century education.

D. CONCLUSION AND SUGGESTIONS

Based on the findings of this study, it can be concluded that the implementation of the ASSURE instructional model supported by the Wordwall educational game is effective in enhancing students' learning activeness in *Aqidah Akhlak* through increased engagement in questioning, responding, discussion, and interactive tasks. The integration of Wordwall within the ASSURE framework creates a more engaging, structured, and learner-centered learning environment, effectively addressing the long-standing issue of low student participation, while also contributing to the development of participatory Islamic education practices aligned with 21st-century learning. Furthermore, this study recommends that future research explore the application of this model across diverse subjects and educational levels, expand the examined variables to include reflective ability, critical thinking, or religious attitudes, and employ mixed-

methods designs to gain deeper insights into student engagement processes and the broader instructional impact of integrating the ASSURE model with Wordwall media.

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