



Developing Wordwall Evaluations in Blended Islamic Education Using the Smith and Ragan Model

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ABSTRACT

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Islamic religious education plays a crucial role in shaping the character and morality of individuals in the context of formal education. In the growing digital era, the use of blended learning has become popular and raising the need to develop an appropriate learning evaluation. This research aims to develop an evaluation of Islamic learning in the context of blended learning with wordwall media using the Smith and Ragan model. a developmental research design method was used to analyse the learning context, student needs, and learning tasks, in addition the strategy and assessment phases are also crucial stages of this development process. Data were obtained through interviews, observation, questionnaires, and documentation. Research instruments included questionnaires, interview guides, and observation lists, which were then analysed using qualitative and descriptive quantitative approaches. Drawing from the analysis findings, a dynamic and participatory assessment approach was formulated, leveraging the wordwall platform. Additionally, strategies for structuring, executing, and overseeing evaluations were devised to guarantee their efficacy. The results show that the development of this evaluation has the potential to improve the quality of islamic learning in the digital era by providing a more diverse, effective and engaging learning experience for students. This research makes a significant contribution to the literature on the use of technology in Islamic religious education in blended learning.

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INTRODUCTION

Education is a fundamental process in shaping the character and ability of individuals to face the challenges of life (Azharuddin, 2020; Husein et al., 2018; Nurlaila et al., 2022). In the context of formal education, the learning process plays a vital role in transferring knowledge, skills and values to students (Nata, 2016). This process includes various teaching methods and evaluation strategies designed to ensure that students can understand and apply the material learnt. Islamic religious education, in particular, has a very important role in



shaping students' morals and spirituality, providing a strong foundation for a meaningful and moral life (Ainiyah, 2013). Therefore, effective teaching and evaluation methods are indispensable to ensure the goals of Islamic religious education are achieved.

Blended learning, which combines face-to-face learning methods with online learning, has become increasingly popular in various levels of education (Alvarez Jr, 2020). This innovative educational approach offers greater flexibility and accessibility for students, enabling them to learn anytime and anywhere, which is especially beneficial in today's fast-paced, digital world (Rafiola et al., 2020). By integrating traditional classroom experiences with digital platforms, blended learning caters to different learning styles and paces, thereby enhancing the overall educational experience. In the context of Islamic religious education, the application of blended learning can provide unique opportunities for students to explore religious teaching materials in a more in-depth and diverse manner. This method allows students to access a wide range of resources, including multimedia content, interactive discussions, and online lectures, which can deepen their understanding and engagement with the subject matter. However, despite its many advantages, one of the main challenges in blended learning is how to evaluate its effectiveness appropriately and thoroughly. Ensuring that both online and face-to-face components are seamlessly integrated and assessing their impact on student learning outcomes requires comprehensive and multifaceted evaluation strategies. This challenge underscores the need for developing robust assessment tools and methodologies that can accurately measure the efficacy of blended learning in various educational contexts.

Learning evaluation is a critical component that helps teachers understand the extent to which learning objectives are achieved and how students master the material (Daryanto, 2013). The Smith and Ragan model, known for its systematic and comprehensive approach, provides an effective framework for designing and implementing learning evaluation (Birgili & Kiraz, 2013; Smith & Ragan, 2005; Wasson & Kirschner, 2020). The model emphasises the importance of careful planning in every stage of learning, from needs analysis, design, to implementation and evaluation. By applying this model, it is expected that learning evaluation can be conducted in a more structured manner and provide more accurate results.

In the digital era, tools such as wordwall have become popular for their ability to make learning evaluation more interactive and engaging (Parisa et al., 2023). Wordwall is an online platform that allows teachers to create different types of quizzes and activities that

can be used to dynamically evaluate student understanding. The use of wordwall in blended learning not only increases student engagement but also makes it easier for teachers to develop varied and interesting evaluations (Ramadhani & Nasution, 2023). The implementation of Smith and Ragan's model in developing wordwall-based evaluation offers great potential to improve the quality of evaluation in blended learning, especially in Islamic religious education.

The Smith and Ragan instructional design model, known for its structured approach to creating effective educational experiences, is particularly well-suited for developing Wordwall-based evaluations in the context of Islamic religious education within a blended learning framework. This model is characterized by its systematic phases: analysis, strategy development, and evaluation, which align perfectly with the needs of creating engaging and pedagogically sound digital activities. In the initial phase, the specific learning objectives of the Islamic religious education curriculum are identified, ensuring that the activities and evaluations developed on wordwall align with the desired educational outcomes. This ensures that each Wordwall activity or quiz not only engages students but also deepens their understanding of these core religious concepts.

This research has some important significance in the field of Islamic religious education. First, this research seeks to improve the quality of evaluation of Islamic learning in the context of blended learning by applying the Smith and Ragan model. Islamic religious education, particularly in the context of blended learning, encounters several critical challenges in the evaluation process. Traditional assessment methods, such as written exams and oral recitations, often fail to comprehensively capture students' full understanding and engagement, especially when educational delivery spans both online and in-person environments. These conventional approaches tend to be rigid and may not effectively cater to the diverse learning styles present in digital classrooms. Additionally, the dynamic nature of blended learning necessitates evaluations that are not only comprehensive and fair but also sufficiently engaging to sustain student motivation, a crucial aspect in settings where physical presence and direct interaction with teachers are limited.

One of the primary issues in evaluating Islamic religious education is the complexity involved in assessing students' deeper understanding and personal reflections on religious teachings. For instance, the study of the Quran and Hadith requires more than mere memorization; it demands critical thinking, contextual analysis, and personal reflection,

aspects often inadequately addressed by traditional assessment methods. Moreover, evaluating how students apply Islamic principles in their daily lives introduces an additional layer of complexity that is not easily captured by standard testing formats. So a good evaluation will help teachers identify students' strengths and weaknesses and provide constructive feedback. Secondly, this research reflects the utilisation of technology to improve learning effectiveness through the integration of wordwall as an evaluation tool. This is relevant to the development of technology in education which continues to grow rapidly (Suryadi, 2019).

In addition, this research will contribute significantly to the current literature in the fields of Islamic education and blended learning. By researching and documenting the implementation of this evaluation model, this study can serve as a valuable reference for other educational researchers and practitioners who are exploring similar domains. The comprehensive analysis and findings from this research are anticipated to offer crucial insights and practical guidance for Islamic education teachers in designing and implementing more effective and engaging learning evaluations. Specifically, the study aims to highlight the benefits of integrating technology-based tools like Wordwall with established instructional design frameworks, providing a detailed roadmap for enhancing student engagement and learning outcomes.

Furthermore, the research outcomes are expected to have a substantial practical impact on the quality of Islamic religious education in Indonesia. By addressing the unique challenges and opportunities presented by the digital era, this study seeks to develop innovative solutions that can improve the evaluation processes in Islamic learning environments. The adoption of systematic and technology-based approaches aligns with the contemporary demands and dynamics of education, ensuring that learning evaluations are not only accurate and comprehensive but also engaging and accessible for students. Consequently, this research is not only academically relevant, contributing to the theoretical understanding of blended learning and evaluation in Islamic education, but it also holds significant practical value. The findings can directly influence teaching practices, providing educators with the tools and methodologies needed to create more dynamic and effective learning experiences. Thus, this study aspires to bridge the gap between theory and practice, offering actionable insights that can enhance the educational landscape and better prepare students for the challenges of the modern world.

METHOD

This research uses a developmental research design that refers to the Smith and Ragan model (Smith & Ragan, 2005; Wasson & Kirschner, 2020). This model was chosen because it provides a systematic and comprehensive framework for designing, developing and evaluating learning programmes. The research will be conducted in three main stages: analysis, strategy development, and evaluation.

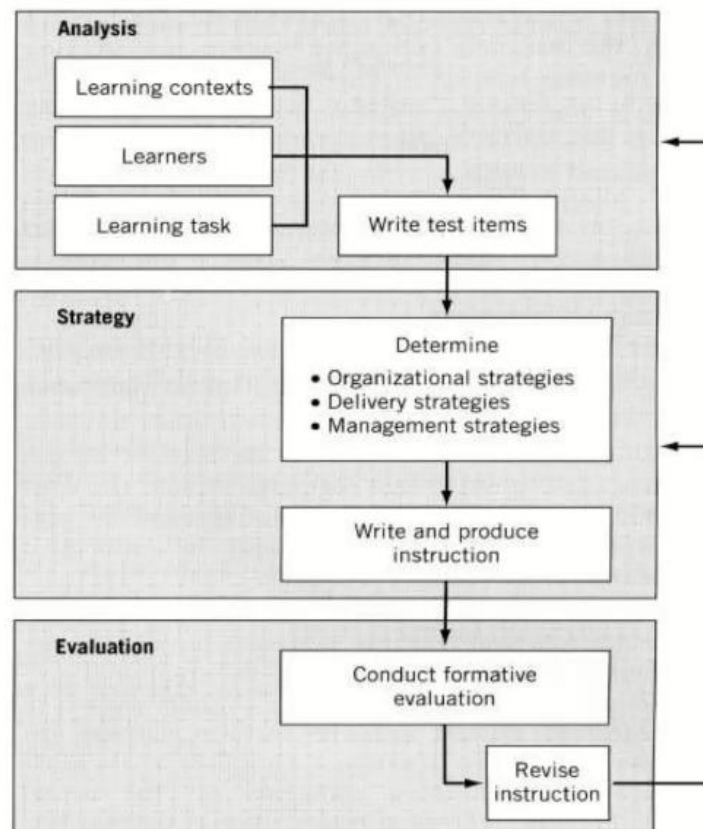


Figure 1. Stages of Development of the Smith and Ragan Model (Smith & Ragan, 2005).

1. *In the Analysis Stage*, the research will commence with a comprehensive needs analysis, involving in-depth interviews with Islamic education teachers to elucidate the exigencies and hurdles encountered in evaluating blended learning environments. Subsequently, a meticulous examination of curriculum documents will be undertaken, coupled with consultations with educators, to discern and delineate specific learning objectives pertinent to the context. Concurrently, a preliminary evaluation strategy will be crafted, leveraging the Wordwall platform, informed by the elucidated needs and identified learning objectives.

2. *In the Strategy Development Stage*, the focus will shift towards the refinement and operationalization of the evaluation strategy developed in the preceding stage. This will entail the creation of evaluation materials utilizing the Wordwall platform, guided by the outcomes of the initial planning phase. Iterative feedback loops will be incorporated to ensure alignment with the articulated objectives and adaptability to the evolving educational landscape.
3. Lastly, *the Evaluation Stage* aims to scrutinize the effectiveness of the devised evaluation strategy and pinpoint areas warranting enhancement. This phase will involve the implementation of the developed evaluation materials within the blended learning setting, followed by a systematic assessment of their impact and efficacy. Feedback from both educators and students will be solicited to gauge user experience and identify potential refinements or modifications to optimize future iterations of the evaluation strategy.

The study was carried out at Madrasah Aliyah Negeri (MAN) Kota Batu, involving 1 instructor specializing in Al-Quran hadith and 31 students from Class X as the research participants. The data collection techniques used in this research include in-depth interviews, observation, questionnaires, and documentation. *In the Analysis Phase*, interviews with Islamic education teachers were conducted to understand their perspectives on the needs and challenges associated with blended learning evaluation. Observations were conducted during classroom sessions to observe learning activities and evaluations used. Questionnaires were administered to students to gather feedback regarding their learning experiences and perceptions of the evaluation approach. In addition, documentation efforts were also made by collecting syllabus, lesson plans, and student evaluation results to inform the development of the evaluation strategy. *At the Strategy Development Stage*, in-depth interviews are conducted to refine the initial evaluation strategy based on their feedback. Observations will focus on piloting the developed evaluation materials in classrooms, while questionnaires will gather feedback from students on their experiences with the piloted approaches. Documentation efforts will continue to collect relevant documents and artefacts to track the iterative development process. *In the Evaluation Phase*, interviews with educators will assess the effectiveness of the evaluation strategies implemented and identify areas for improvement. Observations will focus on evaluating the impact of the strategy on student learning outcomes and motivation. A final questionnaire will gather feedback from students regarding

their overall learning experience and their perceptions of the evaluation strategy. Documentation efforts will include the final report, student performance data, and other relevant artefacts produced during the evaluation process.

The collected data will be analysed using qualitative and quantitative methods. Qualitative analysis will be applied to data from in-depth interviews and observations using thematic analysis techniques to identify patterns and themes relevant to the evaluation needs and effectiveness of wordwall-based evaluation implementation. Meanwhile, data from the questionnaires will be statistically analysed using descriptive quantitative analysis methods. By following these steps systematically, instructional designers can develop learning programmes that meet the needs of students and are effective in achieving the stated learning objectives.

RESULTS AND DISCUSSION

This research uses the Smith and Ragan model which consists of three main stages: analysis, strategy, and evaluation (Smith & Ragan, 2005). The following are the results of the research based on these stages:

A. Analysis Stage.

Development needs analysis is a crucial step in any educational project, including the development of a technology-based evaluation such as Wordwall in blended learning. It helps to identify stakeholders' specific needs, set clear objectives and allocate resources efficiently (Schott & Seel, 2015; Seel & Dijkstra, 2004). In addition, needs analysis improves the quality of the final product and reduces the risk of failure by providing data that supports decision-making. In this research, there were several analyses conducted before further development was carried out:

- 1 *Learning Contexts*: The analysis of the learning context in this research underscores the complexity of the Islamic educational environment within the framework of blended learning. Islamic religious education necessitates an emphasis not only on cognitive aspects but also on affective and spiritual dimensions. In a blended learning environment, where students engage both face-to-face and online, the learning dynamics become increasingly diverse. Therefore, adaptive and interactive evaluation approaches are essential to accommodate these differences. Effective evaluation must measure students' understanding of learning materials comprehensively, encompassing cognitive, affective, and spiritual domains. Additionally, evaluation tools should facilitate

interaction between students and learning materials in both classroom and online settings. Consequently, it is imperative to develop evaluation strategies that consider the diverse contexts of Islamic education within a blended learning environment.

- 2 *Learners*: Interviews with educators revealed that there is a remarkable diversity in the ability backgrounds and learning preferences of students. This discovery underscores the need of comprehending the unique variations across individuals in the process of acquiring knowledge. It has been discovered that these disparities in background encompass a range of factors, such as the baseline comprehension of the subject matter, the preferred mode of learning, and the accessibility of technology. However, most students exhibited a more favorable reaction towards resources that were presented in an interactive manner and were easily accessible online. This demonstrates the inclination of students to exhibit greater involvement and active involvement in the process of acquiring knowledge when they are provided with opportunities to access captivating and interactive educational resources. Hence, educators must take into account this wide range of differences when creating and delivering educational materials, as well as when choosing assessment methods that align with students' individual preferences and requirements. By giving careful consideration to these factors, educators may establish a learning environment that is inclusive and empower every student to achieve their maximum learning capacity.
- 3 *Learning Task*: The process of identifying learning tasks in the context of Islamic religious education depends on the details contained in the established curriculum. The Islamic religious education curriculum sets a clear foundation for developing learning tasks relevant to the Islamic teaching materials that have been systematically organised. This includes selecting and customising the learning materials to be delivered to students, taking into account the social, cultural context and the Islamic values to be transferred to them. In terms of evaluation, a holistic approach is needed to ensure that student achievement is not limited to cognitive knowledge aspects alone, but also includes affective and psychomotor dimensions. Evaluation of cognitive knowledge assesses students' understanding of Islamic religious concepts, including knowledge of Islamic teachings, history and theology. In addition, affective evaluation measures students' attitudes, values and emotional responses to the teachings of Islam, such as respect, moral awareness and social concern. Meanwhile, the psychomotor evaluation evaluates

students' ability to apply these concepts in real actions, such as performing worship, participating in charitable activities, and interacting with the surrounding environment in accordance with Islamic principles. Thus, a comprehensive and balanced evaluation approach will provide a more accurate picture of students' achievements in understanding, appreciating, and practising Islamic teachings in various aspects of student life.

Based on the results of the above analysis, test items were developed using the wordwall platform. Each test item is designed to measure student's understanding of the learning material, including multiple choice, true/false, and interactive games that encourage students' active participation.

B. Strategy Development Stage.

1. *Organizational Strategies:* The systematic creation of evaluation modules is crucial and intricate when it comes to learning organization tactics. These assessment modules need to be thoughtfully designed in order to meet the specified learning objectives and cover every pertinent area of the course material. The creation of suitable assessment tools, identification of the capabilities to be measured, and organization of the module's general structure and presentation are the steps involved in creating a structured evaluation module. The assessment module should not only include activities or questions that are pertinent to the course content, but it should also be made in a way that allows students to receive insightful feedback. This feedback ought to be unambiguous, thorough, and offer direction on the errors the learner committed as well as possible remedial actions. When given clear and organized feedback, students are able to immediately identify their mistakes and make the required adjustments to enhance their comprehension of the subject matter. This is necessary to guarantee that students may attain the best possible learning results and that the educational process becomes more effective and efficient. Thus, one of the most important components in assisting with the overall accomplishment of learning objectives is a learning organization approach that incorporates the creation of a well-structured evaluation module.
2. *Delivery Strategies:* In an effort to improve the effectiveness of evaluation delivery in Islamic learning, the implementation of strategies that utilise technology is important. One of the strategies adopted is the use of the Wordwall platform as a means of providing online evaluations to students. The selection of the Wordwall platform as an

evaluation tool is based on the consideration of its ease and excellence in creating interactive quizzes that appeal to students. The platform offers a variety of features that allow teachers to create evaluations that are not only informative, but also interesting and entertaining for students. In addition, Wordwall also facilitates the use of various types of evaluation formats, ranging from multiple choice questions to interactive games, which can be customised to suit the needs of Islamic learning. With the interactive quizzes created through the Wordwall platform, students can be actively involved in the learning process, increasing their motivation to learn and improving information retention. Therefore, the use of the Wordwall platform in the delivery of online evaluations not only provides practical benefits in terms of ease of use, but also improves learning effectiveness and students' overall engagement in Islamic learning.

3. *Management Strategies*: In the context of Islamic learning management strategies, the teacher's role in monitoring and evaluating student evaluation results on a regular basis is crucial. This process involves using the wordwall platform as a tool to monitor evaluation results in real time. Teachers have access to real-time student evaluation results through the platform, which allows them to gain a deep understanding of students' learning progress. By viewing evaluation results in real time, teachers can identify emerging patterns, trends in student achievement, as well as areas where students may be struggling. Furthermore, with a better understanding of students' needs and abilities, teachers can provide additional guidance as needed. This could be in the form of additional explanation, repetition of material that is difficult to understand, or provision of additional resources to support student understanding. With this integrated management strategy in place, teachers can ensure that students get the necessary support to achieve optimal learning achievement in Islamic learning. In addition, the use of the Wordwall platform as a tool to monitor evaluation results also allows teachers to devise more appropriate learning plans, based on a deeper understanding of students' individual needs. As such, this management strategy not only helps to improve learning effectiveness, but also ensures that differentiated learning approaches can be implemented according to students' needs and abilities.

C. Developing and Producing Evaluations.

Evaluation instructions were written and produced and developed using wordwall. The evaluation materials include interactive quizzes, educational games, and practice

questions that students can access through their digital devices. And here are the results of the development of learning evaluation using wordwall:



Figure 2. Wordwall-based learning evaluation.

The image displayed is the outcome of creating an interactive game based on wordwall evaluation specifically for Islamic religious education, particularly for the study of the Al-Quran and Hadith. Students are requested to select the right response from a list of options featuring the names of the Prophet's companions in order to respond to questions concerning the background of the Qur'an collection in the image. In order to complete this assessment, students must guide the character in a maze game toward the right response.

D. Evaluation Stage

Formative Evaluation: To track the progress of learning, formative evaluation is carried out on a regular basis during the wordwall-based evaluation implementation phase. The purpose of this formative assessment is to give teachers and students immediate feedback while they are studying. The evaluation's findings demonstrate that using wordwalls as assessment tools has successfully raised students' motivation and degree of participation in the classroom. Specifically, the data shows a significant increase in various performance metrics among 31 students.

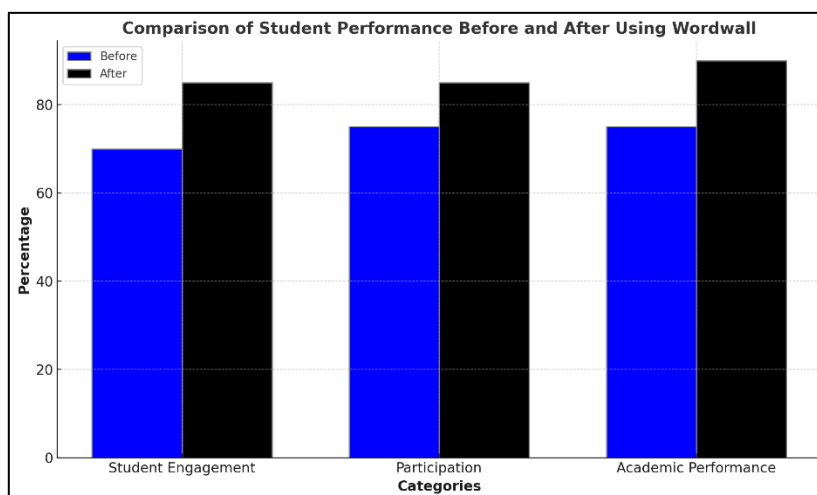


Figure 2. Chart of student's engagement, participation and academic performance.

The chart above illustrates the significant positive impact of Wordwall on various aspects of student performance.

1. Prior to the implementation of Wordwall, the average student engagement rate was 70%. Following the introduction of Wordwall, this rate increased to 85%, indicating a substantial 15 percentage point improvement. This suggests that the interactive features of Wordwall based evaluation effectively promoted active student engagement in classroom activities.
2. Participation rates also exhibited remarkable improvement, with the average rate rising from 75% before using wordwall to 85% after its implementation, reflecting a 10 percentage point increase. This indicates that wordwall evaluation facilitated greater student involvement and activity during lessons, thereby enhancing participation levels.
3. Moreover, academic performance demonstrated a notable enhancement, with average scores increasing from 75% to 90%, representing a 15 percentage point rise. This improvement suggests that the use of wordwall evaluation contributed to better student comprehension and retention of material, leading to higher academic achievement.

Overall, the data indicates that the integration of Wordwall into blended Islamic education significantly enhances student engagement, participation, and academic performance, thereby underscoring the effectiveness of this interactive and engaging learning evaluation tool.

This all suggests that technology-based assessment strategies, like wordwall, can encourage students to participate more actively in their education. Teachers' reports also indicated that pupils' comprehension of the course materials had improved. Instructors noted that student's capacity to assimilate and apply the lessons they were taught about Islam had improved. This demonstrates that using wordwalls in learning assessments improves students' comprehension of the course materials while also raising student engagement. As a result, the formative assessment carried out throughout the wordwall-based evaluation's implementation offers encouraging evidence of how well technology may be used to support Islamic learning in the context of blended learning.

Revise Instruction: Based on the results of the formative evaluation, some test items were revised to improve clarity and relevance. Adjustments were also made to the wordwall interface to ensure ease of use for all students.

Discussion

The results of this study demonstrated that the application of the Smith and Ragan model was effective in the development and implementation of a wordwall-based learning evaluation within the context of Islamic religious education in a blended learning environment (Prawira, 2012). During the analysis stage, the model facilitated the identification of the specific needs of students and the learning context, thereby ensuring that the developed test items were both relevant and targeted. The strategies designed as part of this model supported the delivery of evaluation materials in an interactive and engaging manner, leveraging technology to enhance student engagement significantly.

Based on research result in formative evaluation indicated that students exhibited increased motivation and engagement in their learning when utilizing the Wordwall-based evaluation tool. The increase in student motivation and engagement can be seen in Figure 1, which demonstrates an increase in average student engagement from 70% to 85%, student participation from 75% to 85%, and academic achievement from 75% to 90%. The platform's capacity to provide immediate feedback is recognized as crucial for helping students comprehend the material more thoroughly and independently correct errors, thereby fostering a deeper understanding of the subject matter, this is consistent with previous research conducted by Kharunnisa and Novyanti et al, which found that Wordwall media-based evaluation can enhance the efficiency of the learning process in various formats, including face-to-face, online, and blended learning (Khairunnisa, 2023; Novyanti et al.,

2022). Additionally, revisions informed by formative evaluation feedback ensure that instructional strategies and test items are continuously refined, enhancing the overall effectiveness of the evaluation process.

Overall, the findings of this study underscore the efficacy of a technology-based evaluation approach, particularly through the integration of the Smith and Ragan model and the Wordwall platform, in enhancing the quality of Islamic education within a blended learning framework. These results align with current literature, which indicates that the integration of technology in education can significantly improve student engagement and learning outcomes (Sari & Ahmad, 2021). Moreover, this research provides practical insights and guidance for educators in designing and implementing effective and engaging learning evaluations, demonstrating the practical applicability of the Smith and Ragan model in contemporary educational settings (Parisa et al., 2023).

By emphasizing the importance of interactive and adaptive evaluation strategies, this study contributes to the broader discourse on educational technology and its role in modern pedagogical practices. It highlights how structured instructional design models, when combined with innovative technological tools, can address the multifaceted needs of students, particularly in subjects requiring a holistic approach to learning such as Islamic religious education. This research not only validates the potential of blended learning environments to enrich educational experiences but also offers a scalable model for educators seeking to enhance their evaluation methods through the thoughtful integration of technology.

CONCLUSION

Based on the research findings, it is evident that the development of Islamic education evaluation within a blended learning context, guided by Smith and Ragan's model, has resulted in an adaptive and interactive evaluation strategy. The research incorporated both quantitative and qualitative data to provide a comprehensive understanding of the development process and the impact of Wordwall platform-based evaluation on the learning process.

Qualitative data obtained from student interviews indicate that the use of Wordwall evaluation significantly enhances student engagement and motivation. Students reported feeling more engaged and enthusiastic during learning activities, attributing this to the interactive nature of the Wordwall-based evaluation.

Quantitative data analysis derived from questionnaires demonstrated significant improvements in key metrics. The average student engagement level increased from 70% to 85%, student participation rose from 75% to 85%, and academic achievement improved from 75% to 90%. These findings underscore the effectiveness of Wordwall platform-based evaluation in fostering a deeper understanding of the subject matter, increasing motivation, and enhancing overall academic performance.

Furthermore, the development of this Wordwall-based evaluation has contributed significantly to raising the evaluation standards for Islamic education in a blended learning environment, providing more effective and engaging instruction for students.

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