

## The Implementation of the Student Team Achievement Division (STAD) Learning Strategy Assisted by Wordwall in Improving Students' Understanding of Akidah Akhlak Subjects at MTs Hidayatul Muhajirin Palangka Raya

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<b>Abstract</b>	
<p>This research is motivated by the moral crisis and the lack of students' understanding in the subject of Akidah Akhlak at MTs Hidayatul Muhajirin Palangka Raya, where the learning process is still dominated by expository teaching strategies (lectures or verbal explanations). Therefore, this study aims to improve students' understanding of the Akidah Akhlak subject through the implementation of the Student Team Achievement Division (STAD) learning strategy assisted by wordwall. The research uses a quantitative method with a quasi-experimental type in the form of a nonequivalent control group design. Data were collected through observation and tests (pretest and posttest) in the experimental class (STAD assisted by wordwall) and the control class (expository). Observation results showed that the implementation of the STAD strategy assisted by wordwall was carried out very well (reaching 95.8%). The independent sample t-test analysis showed a significance value of 0.000, which means there is a significant difference in students' understanding, where the average posttest score of the experimental group (88.93) is much higher than the control group (80.48). Furthermore, the N-Gain test produced a score of 0.6027 (medium category). It can be concluded that the implementation of the STAD learning strategy assisted by wordwall is effective in improving students' understanding in Akidah Akhlak subjects.</p>	<p><b>Keywords:</b> STAD; Wordwall; Understanding; Akidah Akhlak.</p>

<b>Abstrak</b>	
<p>Penelitian ini dilatarbelakangi oleh krisis akhlak dan kurangnya pemahaman siswa pada mata pelajaran Akidah Akhlak di MTs Hidayatul Muhajirin Palangka Raya, di mana proses pembelajaran masih didominasi oleh strategi pembelajaran ekspositori (ceramah</p>	<p><b>Kata Kunci:</b> STAD; Wordwall; Pemahaman;</p>

<p>atau penjelasan verbal). Oleh karena itu, penelitian ini bertujuan untuk meningkatkan pemahaman siswa pada mata pelajaran akidah akhlak melalui penerapan strategi pembelajaran Student Team Achievement Division (STAD) berbantu wordwall. Penelitian menggunakan metode kuantitatif dengan jenis kuasi eksperimen dalam bentuk nonequivalent control group design. Data dikumpulkan melalui observasi dan tes (pretest dan posttest) di kelas eksperimen (STAD berbantu wordwall) dan kelas kontrol (ekspositori). Hasil observasi menunjukkan bahwa penerapan strategi STAD berbantuan Wordwall terlaksana sangat baik (mencapai 95,8%). Analisis uji independent sample t-test menunjukkan nilai signifikansi 0,000, yang berarti terdapat perbedaan signifikan pada pemahaman siswa, di mana rata-rata posttest kelompok eksperimen (88,93) jauh lebih tinggi daripada kelompok kontrol (80,48). Lebih lanjut, uji N-Gain menghasilkan skor 0,6027 (kategori sedang). Dapat disimpulkan, penerapan strategi pembelajaran STAD berbantuan Wordwall efektif dalam meningkatkan pemahaman siswa pada mata pelajaran Akidah Akhlak.</p>	<p>Akidah akhlak.</p>
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Received: 19 July 2025; Revised: 17 August 2025; Accepted: 19 November 2025



## 1. Introduction

The current learning paradigm has shifted from being teacher-centered to learner-centered, requiring teachers to adjust their teaching strategies accordingly. However, in reality, many teachers still predominantly use expository strategies (lectures or verbal explanations), making the learning process monotonous and causing boredom among students. Therefore, it is important for teachers to implement more active, innovative, and student-centered teaching strategies. Learning should be student-centered, where students actively construct knowledge and skills independently, rather than merely listening and memorizing (Sudirman et al., 2023). This type of learning not only enhances conceptual understanding but also fosters moral values in students. Moral education is the primary education, in accordance with what is desired in the character of Pancasila students, that first they should have faith, be devoted to God Almighty, and have noble character. In fact, in the hadith of the Prophet, it is explained as follows:

مَكَارِمٌ ”إِنَّمَا بُعِثْتُ لِأَتَمِّمَ“: قال رسول الله صلى الله عليه وسلم: عن أبي هريرة رضي الله عنه قال  
 (رواه البيهقي) ”الأخلاقِ“

Meaning: “From Abi Hurairah ra, he said: The Prophet SAW said: 'I was sent only to perfect the character of humans.' (HR. Al-Baihaqi)

This hadith clearly shows that the formation of human morals or character is a fundamental necessity for the development of religious practices that can build civilization (Suriadi, 2022). The Prophet SAW was sent to perfect morals, which are an important foundation for religious and societal life (Mahfud & Mazrur, 2021). In Islamic education, the main goal of the educational process is to

cultivate noble character (Lutfi, 2020). This aligns with S. A. F. Handayani & Muhammada (2025) who stated that in the field of Islamic religious education, the main goal is to nurture individuals with al-karimah character, as a manifestation of the noble values taught by Islam. The noble character referred to is a trait that is embedded in the soul, so it spontaneously produces good and commendable actions in accordance with reason and Islamic law (Siregar, 2021). The planting of this is certainly inseparable from the important role of teachers in shaping learning experiences as well as instilling Islamic knowledge and values in students (Jasiah, Mazrur, Hartati, Rahman, Kibtiyah, Liadi & Fahmi, 2024). This indicates that the success of character education highly depends on the active role of teachers in guiding students to understand the material, mentoring them in practicing Islamic values, and building good character from an early age. However, there is currently a decline or crisis of morality among the younger generation or adolescents. According to Dakir (2019) Indonesia is currently experiencing a crisis of trust and a crisis in the field of morals, whereas a lack of character can destroy societal life. This occurs due to the influence of negative social interactions, even though character is very important for teenagers. The role of morality is very important in human life, especially for adolescents, because the destruction and deterioration of a nation's and society's welfare depend on their moral values (Ishmat, Madina, Rachmaali & Anshorullah, 2023). Adolescence is the right time to provide religious/moral guidance and direction to shape a better personality (Sanusi, Hamdanah & Surawan, 2021). Therefore, learning about faith and morality is important for adolescents nowadays, as it can help shape good character, develop noble qualities, and strengthen faith. Through such learning, adolescents' morals can be properly developed, which becomes an essential part of daily life since good morals protect individuals from negative influences and help them behave according to correct norms (Rifa'i & Hayati, 2019). In addition to the influence of negative association, the moral crisis is also due to students' lack of understanding of the teaching of faith and morals, because in the teaching of faith and morals, teachers mostly use the expository strategy (lecture or verbal explanation).

Based on an interview with Mrs. Tutik Nihayati, S.Pd, an Akidah Akhlak teacher at MTs Hidayatul Muhajirin Palangka Raya on August 6, 2025, the learning process is still dominated by expository strategies in the form of lectures. The teacher mostly explains the material directly without much involving the students. As a result, about 50% of the students have difficulty answering or asking questions during the lesson. Observations on August 11, 2025, in class IX showed the same situation, where most students were unable to answer questions, struggled to explain concepts, and only one student was able to respond. This reflects the students' weak understanding of the material. Therefore, a more interactive learning strategy is needed to improve students' understanding. According to research conducted by Rohayah, Lathifah, Adelin, Saleha & Khasanah (2024) at SMA Negeri 3 Bebelan, the use of the lecture method by PAI teachers is considered less effective, which impacts students' understanding and learning outcomes. This is based on the results of a questionnaire collected by Rohayah et al., which indicated that 42.8% of the total

students experienced a lack of understanding if learning relied solely on the lecture method (Rohayah et al., 2024).

Islamic education needs to implement interactive and participatory teaching so that students are more engaged and strengthen their participation in learning (Hamdanah, Hartati & Wahdoramah, 2024). This aligns with the concept of learning as a process of critical thinking that is student-centered, encouraging them to be active, creative, and critical, while also providing new knowledge (Muslimah, Musthofa, Yahya & Musthan., 2022). The use of learning strategies is one of the main factors influencing the success of the learning process (Manan & Rizal, 2023). In this regard, Wulandari (2022) emphasizes that the implementation of strategies or methods in learning is very important to facilitate the learning process and achieve optimal results, because without strategies, learning can become less effective and efficient. Therefore, selecting the right learning strategy helps students understand the material easily, so that learning objectives can be achieved as expected. (Wulandari, 2022).

The research results of Efansyah (2021) in the eighth grade at SMPN 6 Danau Panggang showed that the implementation of the STAD strategy could improve students' learning outcomes on the subject of faith in the books of Allah at SMP Negeri 6 Danau Panggang. This finding aligns with the research results of Zuraidah (2021) at MI Negeri 1 Aceh Barat, which showed an increase in students' understanding in akidah akhlak learning by applying the cooperative learning model of the STAD type. From these studies, it is stated that the STAD learning strategy is a strategy more suitable for improving understanding. In this study, there is a research gap, namely the implementation of the STAD learning strategy assisted by Wordwall, whereas previous studies did not use a web-based platform. Furthermore, this study employs an experimental method with a quasi-experimental design (nonequivalent control group design), while previous studies used a classroom action research method. In cooperative learning, several small groups consisting of a few students are formed to discuss and solve the problems provided by the teacher (Ramafrizal & Julia, 2018). This learning model is easy to implement and uses study groups consisting of various levels of achievement, gender, and ethnicity (Akhmad, 2020). The benefits of the STAD learning strategy for students are improving activeness, understanding, learning outcomes, as well as skills in solving problems and applying knowledge (Murthada & Sulubara, 2023).

The subject of akidah akhlak in the madrasah environment is taught specifically. Therefore, students' understanding should be deeper because it is taught specifically for two lesson hours per week. Hence, it is necessary to conduct a trial in the madrasah environment, especially at MTs Hidayatul Muhajirin Palangka Raya. The question is whether the STAD learning strategy can also improve students' understanding, or if it is the same as the strategy used by the teachers at the school. Therefore, research needs to be conducted to find out whether STAD can enhance students' understanding. Thus, the title of this research is The Implementation of the Student Team Achievement Division (STAD) Learning Strategy Assisted by Wordwall to Improve Students'

Understanding in the Akidah Akhlak Subject at MTs Hidayatul Muhajirin Palangka Raya.

## 2. Methods

This research uses a quantitative method. The type of this research is experimental, through a quasi-experimental design in the form of a nonequivalent control group design. The research design was conducted in two classes, namely the experimental class and the control class. For the experimental class, a pretest was given at the beginning, treatment was applied, and a posttest was conducted at the end. For the control class, a pretest was given at the beginning, no treatment was applied, and a posttest was conducted at the end. This research was carried out at MTs Hidayatul Muhajirin Palangka Raya, located on Jalan Sakan VIII, Jekan Raya district. The research took place over two months, from September to October 2025. Data collection techniques included observation, tests, and documentation. Observation sheets were used as instruments to obtain data regarding the implementation of the student team achievement division (STAD) learning strategy. Tests were used to measure the improvement in students' understanding after the implementation of the Student Team Achievement Division (STAD) learning strategy. Documentation was used to complement the data obtained. The validity of the instruments was tested through expert judgment, which was validated by the Akidah Akhlak subject teacher at MTs Hidayatul Muhajirin Palangka Raya, and empirically validated using the SPSS 26 application, resulting in valid outcomes. Reliability testing was conducted using Cronbach's alpha through the SPSS 26 application, yielding a result of 0.730, which indicates reliability. Data analysis techniques were used to examine the data obtained using the SPSS 26 application, including descriptive analysis, normality and homogeneity tests as requirements for analysis, independent sample t-test, as well as N-gain score to test hypotheses and determine the improvement in students' understanding after the implementation of the Student Team Achievement Division (STAD) learning strategy.

## 3. Result and Discussion

### a) The implementation of the STAD learning strategy assisted by Wordwall in improving students' understanding of Akidah Akhlak subjects at MTs Hidayatul Muhajirin Palangka Raya.

This meeting was conducted in three sessions for the subject of Akidah Akhlak by following the learning steps in the teaching module. The purpose of this observation is to see the extent to which the STAD learning strategy assisted by Wordwall is applied in Akidah Akhlak learning at MTs Hidayatul Muhajirin Palangka Raya. The researcher used an observation sheet instrument and obtained the following results:

Table 1. Observation results

Observation	Total score obtained	Value	Category
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Observation 1	22	91,7	Very good
Observation 2	23	95,8	Very good

Source: Processed by the researcher (2025)

The data in Table 1 shows that the implementation of the STAD learning strategy assisted by Wordwall has gone well. In Observation 1, the score obtained was 22 with a percentage value of 91.7%, which falls into the Very Good category. Then, in Observation 2, the score increased to 23 with a percentage value of 95.8%, which is also in the Very Good category.

The observation results indicate that the implementation of the STAD (Student Teams Achievement Divisions) learning strategy assisted by Wordwall in Akidah Akhlak lessons at MTs Hidayatul Muhajirin Palangka Raya has been carried out very well. The implementation of this strategy is considered optimal, as evidenced by the scores obtained in Observation 1 at 91.7% and Observation 2 at 95.8%, both of which fall into the Very Good category. These high scores indicate that all stages of the STAD strategy, from the presentation of material by the teacher, group learning activities, quiz implementation, to the awarding of the team, have been carried out consistently and according to procedure. The integration of Wordwall media plays an important role in facilitating learning activities and making evaluation more interactive, enjoyable, and motivating for students, especially during the quiz or testing phase. This is in line with Ma'arif, Soraya & Kurjum (2025), who stated that Wordwall provides a more engaging and interactive learning experience, thus encouraging students to participate more actively in the learning process. The increase in scores from the first observation to the second observation (from 91.7% to 95.8%) indicates positive improvement and adjustment, both in terms of the teacher's mastery of the method and students' adaptation to the technology-supported collaborative learning model. With this excellent and optimal level of implementation, it can be said that the STAD learning strategy assisted by Wordwall has created a conducive learning environment, thereby effectively serving as a means to enhance students' understanding of Akidah Akhlak material.

#### **b) Students' understanding of faith and morals subjects at MTs Hidayatul Muhajirin Palangka Raya.**

This study aims to describe students' understanding of the Akidah Akhlak subject at MTs Hidayatul Muhajirin Palangka Raya. Students' understanding is measured through the results of pretests and posttests given to the experimental group and the control group. To obtain an overall picture of the data conditions and score changes in both groups, descriptive statistical analysis is conducted on the collected scores, as presented in the following table:

Table 2. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	30	44	48	92	68.53	16.162

Posttest Experiment	30	24	76	100	88.93	5.913
Pretest control	28	48	44	92	65.57	17.767
Posttest control	25	28	64	92	80.48	6.462
Valid N (listwise)	25					

Source: Processed by SPSS 26 (2025)

Based on data analysis, there was an increase in the average scores of both groups after receiving treatment (from pretest to posttest). The experimental group showed a significant increase in the average score, from 68.53 in the pretest to 88.93 in the posttest. Meanwhile, the control group also experienced an average increase from 65.57 to 80.48. The final average understanding of students in the experimental group using the STAD strategy aided by Wordwall was 88.93, much higher compared to the average of the control group using the expository strategy, which was 80.48. In addition to the difference in averages, the standard deviation in the experimental group also decreased from 16.162 to 5.913, indicating that the variation and gaps in students' understanding became more uniform after the learning strategy was applied. This is because each student helps each other in understanding the material, in such a way that students with higher intelligence can more easily grasp the material and thus assist their friends who have difficulty understanding it. In line with what bin Abdul Hakim, Marzuq & Ilham (2023) stated, STAD learning is a cooperative model that emphasizes collaboration and interaction among students to motivate each other, help understand the material, and provide the freedom to ask questions within groups to achieve optimal learning outcomes.

At the pretest stage, the averages of the two groups were relatively equal, indicating that the students' initial abilities before the treatment were not significantly different. After the treatment was administered, both the experimental group and the control group experienced an improvement in understanding, which demonstrates the overall success of the learning process. However, the main focus lies on the difference in posttest scores. The experimental group achieved an average of 88.93, surpassing the control group, which reached an average of 80.48. This average score difference of 8.45 points indicates that the implementation of the STAD strategy assisted by Wordwall has a greater and significant impact on enhancing students' understanding. This advantage can be associated with the characteristics of the strategy itself, namely that STAD encourages positive interaction and individual responsibility within the group. In line with Cahyani & Suprijono (2025), who stated that the STAD cooperative learning strategy is developed to encourage social interaction and collaboration among students in order to create a more active and deep learning environment. Meanwhile, Wordwall provides motivation that makes students more actively participate and more motivated to learn and achieve high scores, thereby directly impacting the improvement of students' understanding in the subject of Akidah Akhlak. Similarly, Nasution, Khadijah, Silaban, Putri &

Manik (2024) stated that Wordwall offers interactive learning, making it easier for students to understand the material, as well as increasing their enthusiasm, motivation, and engagement in learning.

In addition to the increase in average scores, the decrease in standard deviation in the experimental group from 16.162 to 5.913 indicates that learning with STAD supported by Wordwall successfully reduced gaps in students' understanding, making the distribution of scores more homogeneous. This is in accordance with the principle of STAD, which emphasizes that the smarter group members are responsible for helping other members who are still struggling, ensuring that all team members achieve a high level of understanding. Thus, it can be said that the STAD learning strategy aided by Wordwall is effective in improving students' understanding of the Akidah Akhlak subject at MTs Hidayatul Muhajirin Palangka Raya.

**c) Improving students' understanding of the Akidah Akhlak subject through the implementation of the STAD learning strategy assisted by Wordwall at MTs Hidayatul Muhajirin Palangka Raya.**

Before conducting the main hypothesis test using an independent sample t-test to describe the increase in students' understanding due to the implementation of the STAD strategy aided by Wordwall, it is necessary to perform statistical prerequisite tests. These prerequisite tests include a normality test to ensure the data are normally distributed, and a homogeneity test to ensure the variance between groups is equal. Both of these tests must be met for the T-Test results to be reliably interpreted parametrically.

Table 3. Test of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest Experiment	.964	25	.491
Posttest Experiment	.942	25	.167
Pretest control	.925	25	.066
Posttest control	.952	25	.273

Source: Processed by SPSS 26 (2025)

Based on the Shapiro-Wilk normality test decision criteria, data are considered normally distributed if the significance value (Sig.) is greater than 0.05 (Sig.>0.05) (A. Y. R. Wulandari & Qomaria, 2024). All significance values for the experimental pretest (.491), experimental posttest (.167), control pretest (.066), and control posttest (.273) are all greater than 0.05. Therefore, it can be stated that the student comprehension score data from both groups (experimental and control) are normally distributed. The normality requirement for parametric statistical analysis has been met.

Table 4. Test of Homogeneity of Variance

	Lavene	df1	df2	Sig.
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		statistic			
Value	Based on Mean	.053	1	53	.819
	Based on Median	.080	1	53	.779
	Based on Median and with adjusted df	.080	1	52.445	.779
	Based on trimmed mean	.061	1	53	.806

Source: Processed by SPSS 26 (2025)

Based on the decision-making criteria for Levene's test for homogeneity, data variance is considered homogeneous if the significance value (Sig.) is greater than 0.05 (Sig.>0.05) (A. Y. R. Wulandari & Qomaria, 2024). From Table 4, the significance value most commonly used (based on mean) is 0.819. This value is greater than 0.05. Therefore, it can be said that the variance of students' comprehension data between the experimental group and the control group is homogeneous or equivalent. The homogeneity requirement for parametric statistical analysis (independent sample t-test) has been met.

Because the data have met both prerequisite assumptions (normally distributed and having homogeneous variance), the subsequent data analysis to test the hypothesis (difference in means between the two groups) can use parametric statistics, namely the independent sample t-test. This type of t-test is chosen because this study compares the post-test results of the experimental class and the control class to determine whether there is a difference in student comprehension between the experimental class and the control class after the implementation of the STAD learning strategy assisted by Wordwall. Since the previous homogeneity test results indicated that the data variances are equal (Equal variances assumed), the data used is the first row:

Table 5. Independent Samples Test  
t-test for Equality of Means

						95% confidence interval of the difference	
	t	df	Sig. (2- tailed)	Mean difference	Std. error difference	lower	upper
Equal variances assumed	5.061	53	.000	8.453	1.670	5.103	11.803

Source: Processed by SPSS 26 (2025)

The test results showed a t-value of 5.061 with degrees of freedom (df) of 53. The significance value (Sig. 2-tailed) obtained was .000. Meanwhile, the mean posttest score of the experimental group was higher than that of the control group, with a mean difference of 8.453. In statistical testing, the decision to accept or reject the hypothesis is based on the significance value (Sig. 2-tailed). If the significance value is less than 0.05 (Sig. < 0.05), the Alternative Hypothesis (Ha) is accepted, which means there is a significant difference between the two groups or variables tested. Conversely, if the significance value is greater than

0.05 (Sig. > 0.05), the Null Hypothesis (Ho) is accepted, indicating that there is no statistically significant difference.

The significance value obtained was .000. Since the value of .000 is less than 0.05, it means Ha is accepted and Ho is rejected. It can be concluded that there is a significant difference in students' understanding between the group taught using the STAD strategy assisted by Wordwall (experimental group) and the group taught using the strategy commonly used by the teacher, namely the expository strategy (control group).

This difference is reinforced by an average difference value of 8.453, where the experimental group had a posttest average that was statistically significantly higher. This definitively indicates that the STAD learning strategy assisted by Wordwall is effective in improving students' understanding of Akidah Akhlak subjects at MTs Hidayatul Muhajirin Palangka Raya. This finding aligns with Zuraidah (2021) research at MI Negeri 1 Aceh Barat, which showed an improvement in students' understanding of Akidah Akhlak through the implementation of the cooperative learning model of the STAD type. Similarly, according to Handayani (2019), the STAD learning strategy effectively enhances students' understanding through learning activities that encourage active involvement and cooperation. This success is supported by the STAD model, which promotes positive interaction and collective learning responsibility, along with the use of Wordwall media that increases students' motivation and engagement. In line with Khairunnisa (2024), the main advantage of Wordwall is that it actively engages students in a fun way during interactive assessments, with immediate feedback to improve understanding.

Table 6. N-Gain Test

Statistics Descriptive					
	N	Minimal	Maximal	Mean	Std. deviation
NGain_Score	30	.00	1.00	.6027	.23630
NGain_Persen	30	.00	100.00	60.2736	23.63016
Valid N (listwise)	30				

Source: Processed by SPSS 26 (2025)

The purpose of this study was to measure the level of effectiveness in improving students' understanding quantitatively through the calculation of N-Gain in the experimental group using the STAD strategy assisted by Wordwall. Based on Table 6, the average N-Gain score obtained was 0.6027, equivalent to 60.27%. Referring to the criteria outlined in Laja & Ahzan (2023), N-Gain values in the range of  $0.3 \leq g < 0.7$  are categorized as moderate improvement. Therefore, it can be concluded that the improvement in students' understanding in the Akidah Akhlak subject after implementing the STAD strategy assisted by Wordwall falls into the moderate category. This is because, during the research implementation, there was a limitation in the number of class hours for the Akidah Akhlak subject, and the STAD strategy assisted by Wordwall was applied for the first time in this subject. According to Izzah & Abdullah (2023), the STAD learning

strategy is a simple cooperative model suitable for beginner teachers who are just starting to implement cooperative learning.

Nevertheless, this score of 0.6027 is approaching the upper limit of the moderate category (0.7), indicating that the effectiveness of this strategy is quite high and successfully provides a substantial improvement in students' understanding. These results reinforce previous findings regarding the effectiveness of using STAD assisted by Wordwall at MTs Hidayatul Muhajirin Palangka Raya.

#### 4. Conclusion

The implementation of the Student Team Achievement Division (STAD) learning strategy assisted by Wordwall at MTs Hidayatul Muhajirin Palangka Raya has been proven to be carried out very successfully, achieving a Very Good category in observation results (91.7% and 95.8%), indicating that all stages of the strategy were executed optimally. This strategy is significantly effective in improving students' understanding of the Akidah Akhlak subject, as confirmed by the independent sample t-test results, which produced a significance value of 0.000, indicating a significant difference between the experimental group (posttest average 88.93) and the control group (posttest average 80.48). This success is supported by the STAD model, which encourages positive interaction and collective learning responsibility, combined with the use of Wordwall media that enhances student motivation and engagement. The improvement in students' understanding was measured using the N-Gain test, which produced an average score of 0.6027 or 60.27%, placing the level of improvement in the moderate category, indicating that this strategy provides substantial enhancement in students' understanding. Thus, it is said that the implementation of the STAD learning strategy assisted by Wordwall is effective in improving students' understanding of Akidah Akhlak subjects at MTs Hidayatul Muhajirin Palangka Raya.

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