# Development of the *Wordwall* to Enhance Students' Healthy Life Awareness

Chasnah Mustakfi Billah[1(✉)], Suwarjo Suwarjo[1], and Hardi Prasetiawan[2]

[1] Universitas Negeri Yogyakarta, Yogyakarta, Indonesia
`chasnahmustakfi.2022@student.uny.ac.id`
[2] Universitas Ahmad Dahlan, Yogyakarta, Indonesia

**Abstract.** One way that guidance and counseling services can be provided properly and on target is to use attractive media. However, the use of media in counseling services at schools is still monotone so the delivery of services is not yet on target. In addition, the level of understanding of healthy living awareness among students is also still relatively low so service delivery has not yet achieved its goals. Thus, to support the provision of services regarding awareness of healthy living in students to run well, it is necessary to develop interesting game media in the form of *Wordwall*. The purpose of this research is to develop a media namely Wordwall contains the topic of awareness of healthy living. This study uses the type of research R&D (Research and Development) with the ADDIE method including problem analysis, Product design, Media development. The subjects of this study were Experts in Materials, Media, and Counseling Services and seventh-grade students. In addition, the data analysis uses two analytical techniques, namely qualitative data analysis obtained from the assessment during validation in the form of criticism or expert advice and quantitative data analysis in the form of presentation descriptions. The results obtained from the development of *Wordwall* in counseling guidance services are proper and feasible to use. The developed service media is expected to be a new breakthrough for counseling guidance teachers in providing services so that students gain a good understanding of healthy living awareness.

**Keywords:** Group Guidance · *Wordwall* Media · Healthy Living Awareness

## 1 Introduction

Every human being wants to always learn in life through everything so that from the learning obtained a significant change will be produced. In Law no. 2 of 2003 Article 1 Paragraph 1 concerning the national education system, it is explained that the definition of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. Education is not only obtained officially but also informally and non-formally.

The definition of non-formal education is contained in Law no. 2 of 2003 article 1 paragraph 12 which states that non-formal education is an educational path outside of formal education that can be carried out in a structured and tiered manner. Meanwhile, in Law no. 2 of 2003 article 1 paragraph 13, it is explained that the definition of informal education is the family and environmental education path. From the two explanations above, there are differences between non-formal and informal education.

The two educations that have been described are very different from formal education. In Law no. 2 of 2003 article 1 paragraph 11 it is stated that the definition of formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education. One of the institutions where formal education is received is a school because the activities are carried out in an orderly manner, have levels, and are based on clear reference requirements from the government. The components in a school are quite complete starting from adequate facilities to qualified teaching staff. The teaching staff in the school are also known as teachers. Every teacher in a school has a different role even though the goal is the same, namely educating students. Subject teachers play a major role as the main educator in intellectual matters so that students are skilled in knowledge, language, and arithmetic. Meanwhile, in educating students morally and behaviorally is the task of a BK teacher at school.

BK teachers play an important role in dealing with students in schools so that they are expected to be able to master various services and their methods so that counseling guidance activities can run well and are also on target. In addition, it is very important for BK teachers to be able to adjust the use of methods in counseling guidance activities in schools, one of which is using group guidance services. Syukur [1] explains that group guidance services are assistance given to students in a group that has been formed through discussion.

In fact, the counseling services provided still tend to be passive with less attractive media, which makes students reluctant to participate in activities. In addition, the distance learning situation causes service delivery to be only provided through virtual face-to-face so that BK teachers find it difficult to provide services to students. Based on the results of a short interview via a personal WhatsApp message with a school counselor, namely Mrs. Sitha Jatiningsih, which was held on January 21, 2021, it was found that the media used in the counseling service were still in the form of powerpoint, google form, and video sent via WhatsApp group. Counseling services are also carried out through google class rooms and zoom so that students feel less actively involved in service delivery. As a result, BK services become less effective due to the lack of a harmonious relationship in the service. Apart from being caused by the use of media that is less attractive, students' understanding of the themes discussed is also still lacking.

The use of very influential methods can be added with game techniques that are able to liven up the atmosphere. Suhardita [2] in his research explains that game techniques in group guidance are more effective in increasing students' self-confidence. The use of game techniques in group guidance has the aim of making services effective and on target. The selection of games that will be used as a BK service medium must have an attractive appearance and be able to facilitate BK services in achieving their goals. One of the game media that has an attractive appearance and can be used in BK services

effectively is *Wordwall* game media, which is a web-based application that has a variety of themes and an attractive appearance.

According to Turohmah [3] *Wordwall* is an interactive media that can be applied easily in learning activities using words. Students are expected to be able to hone their writing and reading skills actively and effectively through *Wordwall* media which can be accessed easily through the website, so that they can still be used for BK services even in online learning situations like today.

## 2  Method

This study uses the ADDIE research model developed by Dick and Carey [4]. This research model was developed to help facilitate the development of the learning system. According to Mulyatiningsih [5], it is stated that the ADDIE Model stands for Analysis, Design, Development or Production, Implementation or Delivery and Evaluations. The four abbreviations that have been mentioned are the development stages of the ADDIE Model. The research was carried out in three stages, namely analysis, design and development. The research was carried out in three stages with the consideration that there was no face-to-face meeting at the research site.

The first stage (1) Analysis, the initial action taken in this development research is to analyze the needs related to group guidance services using *Wordwall* media to increase awareness of healthy living in students by using literature studies, short interviews, and preliminary studies. Researchers used literature studies in this study by looking for reading references from journals, books, and literature relevant to the research variables to be developed. Next, the researchers distributed a preliminary study questionnaire in the form of a questionnaire to the seventh grade students of SMP Negeri 3 Yogyakarta in order to obtain data on the awareness of healthy living in students. After getting the data, the researcher designed a problem formulation regarding the benefits of using *Wordwall* media in increasing awareness of healthy living, how to apply *Wordwall* media, appearance, and how important it is to use *Wordwall* media about healthy living awareness developed at SMP Negeri 3 Yogyakarta.

In the second stage (2) design, researchers began to prepare media to be developed at SMP Negeri 3 Yogyakarta, namely the use of *Wordwall* applications in group guidance services which were later expected to increase students' understanding of healthy living awareness. The design plan that involves the media, namely the *Wordwall* application along with the material to be provided, is about awareness of healthy living in detail along with instructions and also the development of the media in question.

Finally (3) development, the researcher began to develop the media that had been designed in the previous stage. The material about healthy living awareness that has been made is then packaged into a group guidance service media product, namely the *Wordwall* application which can later be used by students at SMP Negeri 3 Yogyakarta in group guidance services.

Then the media that has been prepared is tested for feasibility by material, media, and service experts. After being tested, the researcher carried out the product revision stage (Fig. 1).
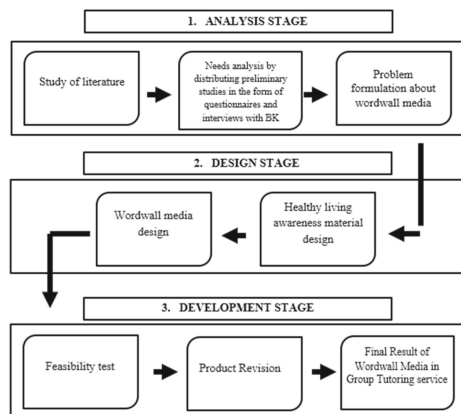
**Fig. 1.** *Wordwall* media development steps

## 3  Findings and Discussion

In the development of this *Wordwall* media only through three stages of development, namely the analysis stage which consists of a literature study and a preliminary study questionnaire in order to formulate the problem, the design stage which consists of material and media design, and the last stage is the development stage which consists of a feasibility test and product revision. The development of *Wordwall* media about awareness of healthy living is a new innovation in counseling guidance media based on the results of research and development that has been carried out.

The media produced from this development research is *Wordwall* game media. The design of the media has been adjusted so that it has an attractive appearance with a wilderness theme and can increase student interest in participating in group guidance services because it provides a new atmosphere in service delivery. The concept chosen in this game is in the form of a quiz to complete sentences. *Wordwall* media was chosen to be developed because it has a unique appearance and is easy to use. In using this game media, you only need a gadget, which can be a computer, laptop, or cellular phone as well as an adequate internet network to access the web from *Wordwall* games.

This media contains material about awareness of healthy living which is expected to motivate students to be more aware of the importance of healthy living. The game media that has been developed can be used in counseling guidance service activities, especially in group guidance services. The results of the assessment of the development of *Wordwall* media about healthy living awareness are as follows (Table 1).

Based on the table of results of the feasibility test that has been presented regarding the *Wordwall* game about awareness of healthy living which has an average value of 79.2, it is included in the very good category which means it is feasible to use. From the results of the validation tests that have been carried out, it can be concluded that *Wordwall* media can be used by students in counseling guidance services, especially group guidance services.

The disadvantage of this media is that it requires the use of cell phones and a good internet network. Furthermore, the research process is not finished so the results obtained

**Table 1.** Recapitulation of product validation test assessment results

| Feasibility test | Score |
|---|---|
| Material expert test | 75 |
| Media expert test | 75 |
| Service expert test | 87.5 |
| Amount | 237.5 |
| Score | 79.5 |
| Category | Very good |

only reach the assessment of the media and materials developed without knowing the effectiveness of the use of the media. In addition, the instruments used in the assessment did not cover all the media that were researched and developed. From the results of the material expert test, it shows that the material developed still has shortcomings in the form of material that has not been specific in explaining the awareness of healthy living. In addition, the shortcomings shown from the results of the media validation test are that the developed media are still less attractive with limited themes. Researchers did not do the trial phase because it was only up to the validation test phase. This is due to the Covid-19 pandemic situation and the implementation of community activity restrictions (PPKM) that were held so this research has limitations in facilities and infrastructure. Selection of media that is still rarely used so it takes time to master the use of developed media.

## 4   Prototype

The final result of this development is *Wordwall* game media. The media has an attractive appearance with a wilderness theme so that it can increase student interest in participating in group guidance services because it provides a new atmosphere in service delivery. The concept chosen in this game is in the form of a quiz to complete sentences. *Wordwall* media was chosen to be developed because it has a unique appearance and is easy to use. In its use, it only requires a gadget in the form of a computer, laptop, or cellular phone as well as an adequate internet network to access the web from *Wordwall* games.
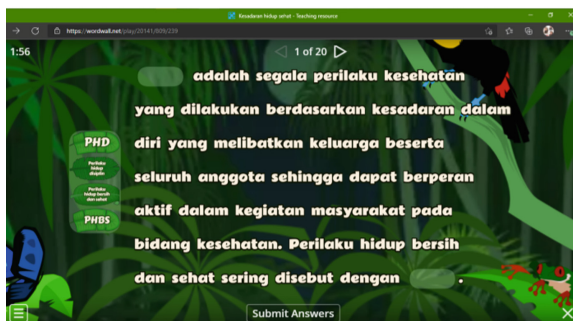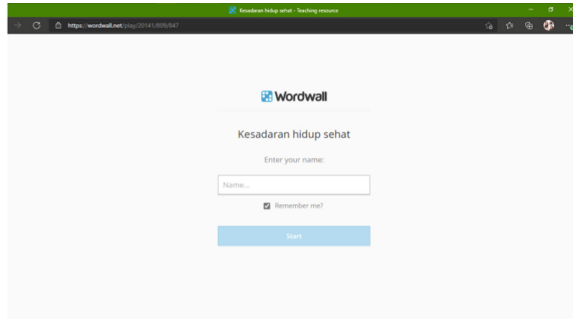
## 5   Conclusion

The development research that has been carried out by researchers regarding products in the form of *Wordwall* media about awareness of healthy living obtained results, namely first, data acquisition from a preliminary study conducted on 32 students of class VII D regarding awareness of healthy living is that 60% of students still do not understand the importance of maintaining a healthy lifestyle. Healthy. This is reinforced by the presentation of data by 60% of students still using plastic items that can produce waste. Furthermore, as many as 70% of students still do not understand the types of waste according to their grouping. Thus, it can be concluded that students still have a lack of awareness of healthy living.

Second, from the overall assessment of the material expert test, media expert test, and service expert test regarding *Wordwall* media on awareness of healthy living, the results obtained an average value of 79.2 with the "Very Eligible" category. The results of the development research that has been carried out are *Wordwall* media about awareness of healthy living and can be used in counseling guidance activities in schools, especially in group guidance services for class VII students of SMP Negeri 3 Yogyakarta. So it can be concluded that the *Wordwall* media about awareness of healthy living is feasible to be used as a learning medium in counseling guidance services.

Referring to the results of the study, the researchers provide suggestions for further research, namely this *Wordwall* media can be developed even better at the field trial stage and then product testing is carried out on students at school. The purpose of the trial was to determine the level of effectiveness of the *Wordwall* media about awareness of healthy living in counseling guidance, considering that in this developed research there are still shortcomings and limitations. Therefore, it is necessary to develop further *Wordwall* media so that the media becomes more attractive and suitable for use in BK services. The development of material on awareness of healthy living is also needed in order to further add insight and knowledge.

# References

1. Y. Syukur, Neviyarni, & T. N. Zahri, Bimbingan dan Konseling di Sekolah. Malang: IRDH. 2019.
2. K. Suhardita, K, Efektivitas penggunaan teknik permainan dalam bimbingan kelompok untuk meningkatkan percaya diri siswa. Edisi khusus, 8(1), 127. 2011.
3. F. Turohmah, E. Mayori, & R. Y. Sari, Media pembelajaran Word Wall dalam meningkatkan kemampuan mengingat kosa kata bahasa Arab. Jurnal Pendidikan Luar Sekolah, 14(1), 13-19. 2020.
4. M. Natsir, Pengembangan Pembelajaran Fikih Kelas X Madrasah Aliyah Dalam Model Dick & Carey. Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies), 5(1), 44-67. 2017.
5. E. Mulyatiningsih, Metode Penelitian Terapan Bidang Pendidikan. Bandung: Alfabeta. 2013.
6. Z. O. N. Adliyani, Pengaruh perilaku individu terhadap hidup sehat. Jurnal Majority, 4(7), 109-114. 2015.
7. A. Ardimen, N. Neviyarni, F. Firman, G. Gustina, & Y. Karneli, Model bimbingan kelompok dengan pendekatan muhasabah. Ta'dibuna: Jurnal Pendidikan Islam, 8(2), 278–298. 2019.
8. Arikunto & Suharsimi, Dasar-Dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara. 2002.
9. Arikunto & Suharsimi, Manajemen Penelitian. Jakarta: Rineka Cipta. 2016.
10. N. Bangun & A. H. Saragih, Pengembangan Media Web Bimbingan Konseling. Jurnal Teknologi Informasi & Komunikasi dalam Pendidikan, 2(1). 2015.
11. R. A. H. Cahyadi, Pengembangan bahan ajar berbasis ADDIE model. Halaqa: Islamic Education Journal, 3(1), 35–42. 2019.
12. Cambridge Learner's Dictionary with CD-ROM. British: Cambridge University Press. 2007.
13. D. R. Hapsyah, Efektivitas Bimbingan Kelompok Dengan Teknik Sosiodrama untuk Mengurangi Prasangka Peserta Didik Sekolah Dasar. Jurnal Tunas Bangsa, 6(2), 162-175. 2019.
14. R. Haqsari, Pengembangan dan Analisis E-LKPD (Elektronik – Lembar Kerja Peserta Didik) Berbasis Multimedia Pada Materi Mengoperasikan Software Spreadsheet. Skripsi. Yogyakarta: Fakultas Teknik Universitas Negeri Yogyakarta. 2014.

15. R. Harisah & N. Ramdhani, Pelatihan "INTERAKTIF" Meningkatkan Empati Guru BK. Gadjah Mada Journal of Professional Psychology (GamaJPP), 4(2), 116-128. 2019.

16. Isfirahdianto, Pengembangan Media Permainan Jumanji untuk Meningkatkan Pemahaman Karir Siswa SMP Negeri 11 Yogyakarta. Skripsi. Yogyakarta: Program Studi Bimbingan Konseling UAD. 2021.

17. A. I. Khoirina, Pengembangan media video layanan bimbingan klasikal tentang kesehatan reproduksi (uji coba produk terbatas pada siswa kelas VIII SMP Negeri Sleman tahun ajaran 2018/2019). Skripsi. Yogyakarta: Program Studi Bimbingan Konseling UAD. 2019.

18. M. A. Kurniyanti, Pengaruh Role Model Guru Wali Kelas Terhadap Peningkatan Kesadaran Perilaku Hidup Bersih Sehat Siswa. Jurnal Ilmiah Kesehatan Media Husada, 9(2), 100-104. 2020.

19. F. Laksono, Pengembangan Media Audio Visual Dalam Pembelajaran Budaya Hidup Sehat Khususnya Kebersihan Tangan Dan Kaki Pada Peserta Didik kelas II SD Negeri Semen Kecamatan Windusari Kabupaten Magelang Provinsi Jawa Tengah. Skripsi. Yogyakarta: Program Sarjana UNY. 2017.

20. N. Meiyanti, Implementasi Media *Wordwall* Untuk Meningkatkan Kemampuan Vocabulary Dalam Pembelajaran Bahasa Inggris Kelas IV SD N Ngadirejo II Kartasura. Disertasi. Surakarta: Program Pascasarjana Universitas Muhammadiyah Surakarta. 2013.

21. S. Pambudi. Vidio tentang Tahapan Self-Regulation of Emosional untuk pemahaman perilaku agresif SMP Muhammadiyah 6 Yogyakarta tahun ajaran 2019/2020. Skripsi. Yogyakarta: Program Studi Bimbingan Konseling UAD. 2019.

22. T. A. Pranowo & A. Prihastanti, Pengaruh Bimbingan Kelompok Melalui Media Audio Visual Terhadap Motivasi Belajar Siswa. Indonesian Journal of Learning Education and Counseling, 2(2), 217-223. 2020.

23. H. Prasetiawan, Media dalam Layanan Bimbingan dan Konseling. The 5th Flurecol Proceeding. UAD, Yogyakarta. 2017.

24. Prayitno, Konseling Profesional yang Berhasil: Layanan dan Kegiatan Pendukung. Jakarta: Rajawali Pers. 2017.

25. I. Y. Purwanti, Layanan Bimbingan Kelompok untuk Mengurangi Kesulitan Belajar. Yogyakarta: Program Studi Bimbingan Konseling UNY. 2010.

26. F. M. Putri, Efektivitas Penggunaan Aplikasi *Wordwall* dalam Pembelajaran Daeing (Online) Matematika pada Materi Bilangan Cacah Kelas 1 di MIN 2 Kota Tangerang Selatan (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta). 2020.

27. Peraturan Menteri Kesehatan Republik Indonesia Nomor 2269 Tahun 2011 tentang Pedoman Pembinaan Perilaku Hidup Bersih dan Sehat (PHBS). Jakarta: Kementerian Kesehatan RI. 2011.

28. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 111 Tahun 2014 tentang Bimbingan dan Konseling pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta: Departemen Pendidikan RI. 2014.

29. P. Sari & H. Sari. Pelatihan Penggunaan Metode *Wordwall* Untuk Meningkatkan Kosa Kata Siswa Di Desa Cenning Kecamatan Malangke Barat Kabupaten Luwu Utara. RESONA: Jurnal Ilmiah Pengabdian Masyarakat, 2(1). 2019.

30. B. Serikandi, Upaya Meningkatan Motivasi Belajar Siswa Melalui Layanan Bimbingan Kelompok di Kelas XII-IIS-1 SMA Negeri 1 Pujut. Jurnal Paedagogy, 7(2), 78-89. 2020.

31. R. G. Setyabudi, Analisis Strategi Promosi Kesehatan dalam Rangka Meningkatkan Kesadaran Hidup Sehat oleh Rumah Sakit Jiwa Daerah Dr. RM. Soedjarwadi Provinsi Jawa Tengah. 2017.

32. Sulastri, K., Purna, I. N., & Suyasa, I. N., Hubungan tingkat pengetahuan dengan perilaku anak sekolah tentang hidup bersih dan sehat di sekolah dasar negeri wilayah Puskesmas Selemadeg Timur II. Jurnal Kesehatan Lingkungan, 4(1), 99-106. 2013.

33. Sugiyono, Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D). Bandung: Alfabeta. 2015.
34. Sugiyono, Metode Penelitian Kunatitatif, Kualitatif, dan R&D. Bandung: Alfabeta. 2013.
35. Suharsimi, Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta: Rineka Cipta. 2010.
36. Undang-undang Republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional. Jakarta: Pemerintah Republik Indonesia. 2003.
37. Undang-undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen. Jakarta: Pemerintah Republik Indonesia. 2005.
38. M. E. Wibowo, Konseling Kelompok Perkembangan. Semarang: UNNES Press. 2005.