





# Innovative Teaching Methods for the Post-pandemic Era: Utilizing Wordwall as a Learning Media in Social Studies

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**Abstract.** This study aims to describe the technique of making learning media based digital technology on the pandemic new normal era carried out by teachers using the wordwall application. Another goal is to find out the implementation of wordwall learning media in social studies subjects at the class IV SDN 5 Langsa with the theme of social, cultural, ethnic and religious diversity in Indonesia. This research uses descriptive qualitative method. The results of the study show that there is a shift in education after the pandemic or the new normal era. Teachers become more competent and accustomed to using technology in learning, including at SDN 5 Langsa. Starting from a wordwall introduced by researchers so that teachers are interested in implementing learning media using the application. When the teacher made the wordwall learning media with the help of the researcher, there were items in the application that were not initially understood. However, the researcher explained the steps for making wordwall media and the teacher was asked to apply it directly. After completion, the teacher uses the wordwall media that has been made for learning activities in class IV. From learning activities using wordwall media, students gave quite diverse responses both in terms of advantages and disadvantages. The implication of this research is that learning media can be adopted by other teachers in learning activities through the use of digital technology.

**Keywords:** Wordwall · Media · Pandemic New Normal · Social Studies

## 1 Introduction

Restricting community activities can certainly suppress the spread of the virus Covid-19, can provide time to educate the public about this relatively new virus, and provide space for the government to formulate policy regulations [1]. Along with these conditions, learning activities during the Covid-19 pandemic showed a different situation from the previous learning situation. A glance back reflects on the learning conditions during the Covid-19 pandemic, students are required to study from home. Such conditions require students to study online. [2] The massive spread of Covid-19 has affected teaching and learning activities, serious for academics to be a serious concern in the learning process. Online learning is a real program for handling acute crisis management during the

Covid-19 pandemic. Handling during this crisis is not only applied to government, private or educational institutions. [3] Solution with implement learning at home with take advantage of various supporting facilities support. [4] Learning technology here can be in the form of media that helps make it easier for humans in terms of work, especially in the field of education, especially during the pandemic that we are currently experiencing. Teachers are also required to adaptation to the development of technological and information advances, teachers must be proficient in using digital technology as a support in the teaching and learning process. But with the passage of time a condition is needed so that activities can run normally again. Therefore, the government has made a pandemic new normal policy in all lines of life with the aim that activities will continue to go back to normal as before, including in education and society at peace with Covid-19 but by maintaining health protocols according to government recommendations.

Indonesia implements pandemic new normal policies from various sectors, one of which is the education sector. The government chose an alternative to implementing the pandemic new normal policy as a step to increase productivity and be able to accommodate students learning needs, especially in the education sector, namely schools [5]. Government policies issued to have a significant impact in various fields, especially in the field of education, where they can influence school management and students towards a new normal [6].

Since the pandemic hit in early 2020, the Indonesian Ministry of Education and Culture has socialized policies with a number of other ministries regarding the management of implementing school learning during the pandemic new normal adaptation period, known as the new normal. The Covid-19 pandemic which has hit almost the entire world has had an impact on all sectors, including the education sector in Indonesia [7]. There are many problems encountered in online learning, of course this also greatly affects the quality of learning both from the perspective of teachers and students. This matter shows that the need for extra readiness in the implementation of learning in the network or online learning [8].

In the process of education in schools, the teacher is the spearhead of the world of education. On his shoulders there is a very big and very big responsibility determining the success of the educational process. Teachers have a very important role important as managers of teaching and learning processes, acting as facilitators, directors as well as resource persons who seek to create conditions for teaching and learning that are effective and efficient. However, the teachers task is getting harder due to being constrained by the transmission of the Covid 19 outbreak, teachers now have to be smarter in thinking about learning strategies and how to provide subject matter to students without violating health protocol rules during a pandemic [9].

One of the efforts that can be made by the teacher is to create creative and innovative learning media based on digital technology. Regarding the use of information technology based learning media, said that: (1) Changing the paradigm of students in seeking and obtaining information, (2) In the communication process, namely the delivery of information from the sender of the message to the recipient of the message, (3) In learning, that is, it can generate new desires and interests in learning, (4) Being a tool in learning as a necessity [10].

Learning media has a physical meaning as hardware, namely something that can be seen, heard or touched with the five senses. Learning media has a non-physical understanding of software (software), namely the message content contained in the hardware which is the content to be conveyed to students [11].

Learning media according to Briggs is a means to provide stimulation for students so that the learning process occurs. Media according to AECT are all forms and channels for the transmission process. Within the scope of education, the media is an object that can be manipulated, seen and heard, read or discussed along with the instruments used for educational activities [12].

The use of learning media based on digital technology is also implemented at the elementary school level at SDN 5 Langsa by using a wordwall application. Wordwall is an application that can be used as learning media, learning resources, as well as assessment tools for teachers and students [13]. The uniqueness of the wordwall can increase the creativity of teachers in making learning models and increase the fun in the teaching and learning process. The professionalism of a teacher can be seen from creativity when determining the learning media to be used [14].

Wordwall is a software that is used as a game-based learning medium, such as Kahoot, Quizz, and so on. Uniquely, Wordwall provides various templates or types and models of games that can be created according to needs [15].

Wordwall is an application that can be downloaded on computers and smartphones, a very interesting application that is intended as a learning medium, as an assessment tool and a fun learning resource for students. Beginner teachers can copy the creations of other teachers and can be a reference for novice teachers to be creative according to their respective learning content. With this application, it is hoped that it will make it easier for students to understand a learning material so that their motivation in learning increases [16].

At the class IV SDN 5 Langsa there is social studies material that can be made with wordwall learning media on the theme of ethnic, social and cultural diversity in Indonesia. The scope of material with this theme is wide enough to be studied so that it can be assisted by using wordwall learning media. Wordwall which was developed as a digital technology based learning media in this material refers to the competencies that students must have as the ultimate goal of learning activities.

Making wordwall media aims to make students easier in the learning process. Learning media that includes the game process in it can make students comfortable and feel happy in learning. Learning media in the form of interactive games can make students more enthusiastic and able to carry out the process of understanding learning well [17]. Wordwall also provides several examples of teacher creations that can help new users in creating. This learning media can also be interpreted as a web application that is used to make fun quiz based games [18].

From the background that has been described, problems can be drawn regarding how to make and use wordwalls and the responses of class IV students at SDN 5 Langsa from using the application.

## 2 Methodology

This study used a qualitative research method, which is research that is used to examine the condition of natural objects, where the researcher is the key instrument [19]. This research was conducted on teachers and students at SDN 5 Langsa in the class four. Data collection is done by observation, interviews and documentation.

## 3 Results and Discussion

### 3.1 The Teacher Creates Wordwall Media for Social Studies Learning

Learning media is a complex part that is inseparable from educational goals in general and learning goals in schools in particular [20]. Therefore, one of the supporters of creating effective learning content is the use of learning media to provide teaching materials [21]. Teachers need to prepare learning media to support the delivery of subject matter [22] as well design and design a learning media that can liven up the teaching and learning atmosphere that is adapted to the needs of students [23]. Instructional media that is easy to make, of course, is really needed by teachers at this time, so that making it doesn't take a long time and is easy to make and use. This makes the role of the teacher not only conveying subject matter, but the teacher is also able to utilize technology to become a learning medium [24]. There needs to be innovation by the teacher in making learning media, so that the problems and difficulties experienced at this time can be overcome immediately. Interactive learning media is needed as a solution to this problem [25].

There needs to be a media that can lift the motivation of students to remain able to focus on learning and remain secure, namely by using e-learning based learning media. One type of e-learning is wordwall [26]. Media word wall is one type of learning media that can improve students ability to master the material [27]. In general, research on the use of wordwalls to assist classroom learning is used to increase students vocabulary, especially in learning foreign languages. However, along with the paradigm shift regarding the function of wordwalls, researchers are starting to try to apply the use of wordwalls to other subjects at all levels of education [28]. From a technical point of view, this application needs to be accessed online and requires an internet connection. There are also services that can only be used for payment [29]. Some of the advantages and disadvantages of Word Wall media are as follows: advantages, the media is flexible, interesting and not monotonous, creative. Disadvantages, it takes a long time, the media is only visual [30].

Wordwall is an educational game designed to be learned, but still offers play and fun. Educational games are a combination of educational content, learning principles, and computer games [31]. In social studies learning at the class IV there are themes developed by the teacher in learning activities with wordwall. This theme relates to basic competence which reads identifying social, cultural, ethnic and religious diversity as the identity of the Indonesian nation and its relationship with spatial characteristics. Another basic competency reads as presenting results of identification regarding social, economic, cultural, ethnic and religious diversity as the identity of the Indonesian nation and its relationship with spatial characteristics.

The teacher makes wordwall media in social science learning, they are guided by researchers. The teacher makes wordwall media about social, cultural, ethnic and religious diversity in Indonesia as well as forms of social interaction in the surrounding community. The steps for making wordwall media:

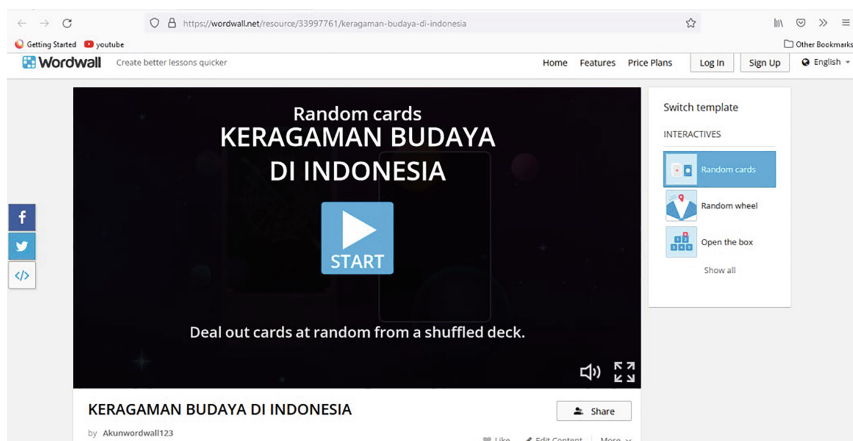
- a. The teacher creates a wordwall account by registering an email and password
- b. The teacher clicks create activity to start creating learning media projects
- c. The teacher chooses a wordwall template that will be used as a learning medium
- d. The teacher makes a title in the column
- e. The teacher includes pictures or writing related to material on social, cultural, ethnic diversity in Indonesia
- f. The teacher clicks on the image upload
- g. The teacher chooses the image that he wants to include in the social, cultural, ethnic diversity media in Indonesia
- h. If we have selected a picture, the teacher clicks open
- i. After the picture is uploaded, the teacher enters information in the column
- j. If we want to include material in several items, the teacher clicks add item
- k. For the next item the teacher does the same steps as steps 5–10
- l. If we have entered all the items, then the teacher clicks done
- m. The teacher checks the results by clicking start
- n. The teacher changes the theme to a more interesting one
- o. When finished, the teacher shares learning media by clicking the share button
- p. The teacher chooses the publish menu
- q. The teacher copies the link, and gives the link to students, the learning media is ready to use. Students will be able to see the learning media that has been made when clicking on the link.

The results of making the wordwall media on the theme of cultural and ethnic in Indonesia as can be seen in Fig. 1. Display Wordwall Media Cultural and Ethnic In Indonesia.

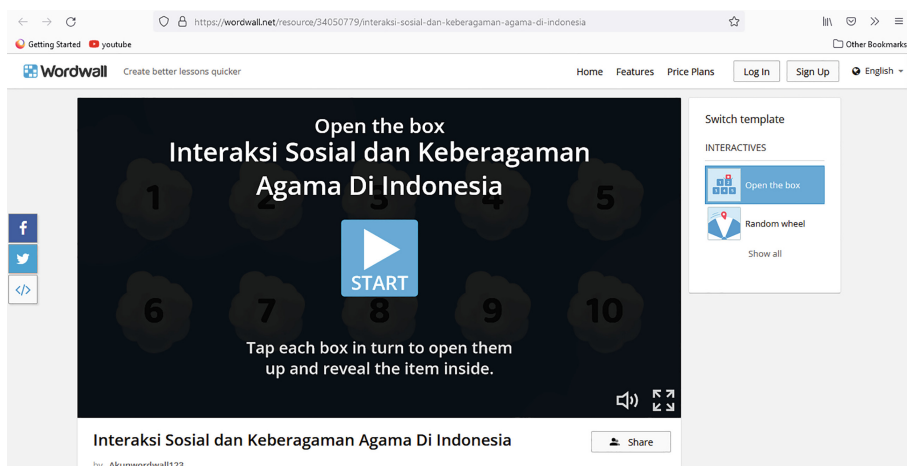
The results of making the wordwall media on the theme of religious diversity in Indonesia and social interaction in the surrounding community in Indonesia as can be seen in Fig. 2. Display Wordwall Media Social Interaction and Religious Diversity In Indonesia.

### **3.2 The Implementation of Wordwall Media in Social Studies Learning at the Class IV**

After the teacher finishes making a wordwall, then the teacher then applies it in learning activities. The teacher provides a link for students to learn. Students then open the link and do the learning according to the teacher's instructions. Wordwall learning media created by teachers consist of two topics regarding social, cultural, ethnic and religious diversity both in Indonesia as well as forms of social interaction in the surrounding community. Learning activities are divided into two namely observing pictures and identifying social, cultural, ethnic diversity in Indonesia and observing pictures and identifying forms of social interaction and religious diversity in Indonesia. Learning is designed by the teacher



**Fig. 1.** Display Wordwall Media Cultural and Ethnic In Indonesia



**Fig. 2.** Display Wordwall Media Social Interaction and Religious Diversity In Indonesia

and carried out according to the scenario that has been made before. When learning by implementing wordwall media there are students who are unclear in operating. But the teacher provides guidance and direction so that difficulties can be overcome.

Based on the learning that has been carried out, there are various responses from students. According to students, learning by using wordwalls is very interesting because students like playing games and make students feel fun by learning while playing. Students understand more by looking at pictures of examples of social, cultural, ethnic and religious diversity both in the surrounding environment, in Indonesia as well as forms of social interaction in the surrounding community. In addition, students can better understand the material because it is accompanied by an explanation in it. Students providing feedback with the implementation of this wordwall learning media can find concrete

forms of social, cultural, ethnic and religious diversity both in the surrounding environment in Indonesia as well as forms of social interaction in the surrounding community. However, according to students in operating the media there are network constraints so they cannot use it smoothly. Students also commented that teachers often make learning media using educational games because students feel challenged by these educational games.

## 4 Conclusion

Creative and innovative teachers are competence demands in learning in the pandemic new normal era. Teachers at SDN 5 Langsa who are technologically literate, were assisted by researchers to try to create digital learning media using wordwall applications and implement them in class IV. In making wordwall media, the teacher does not experience difficulties because they are guided by researchers so that they produce products that are ready to be used as tools in carrying out learning activities. After the implementation of learning media, students' responses were also quite varied, both positive and negative towards the learning activities that had taken place. However, the students' responses tended to be more positive than negative.

Suggestions related to the use of wordwalls as learning media in this pandemic new normal, so that teachers can create more varied wordwall media. Teachers are expected to be able to implement it not only in the scope of social studies material but in a wider scope.

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