



Utilizing Wordwall as a Learning Media Game-Based Traditional Music Instruments

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Abstract. Gamification applications for online learning are something that needs to be socialized at this time, especially during the pandemic to improve the learning process. To improve the online learning process in this pandemic era, the use of the concept of gamification in the learning process of traditional musical instruments is very helpful for educators to deliver material. Besides that, teachers also want ways to build school learning content that can increase student involvement in learning traditional instruments, especially during the current pandemic. So the use of gamification using Wordwall was chosen so that teachers can easily understand the concept of gamification and create various quiz/evaluation templates that are owned by Wordwall. The expected target is for teachers to understand the concept and use gamification to increase student involvement in the learning process of traditional musical instruments.

Keywords: Gamification · Learning Traditional Musical Instruments · Wordwall

1 Introduction

Technological progress requires adaptation of each element and efficiency as well as work effectiveness that can be improved. With the COVID-19 pandemic, these requirements forced to accelerate faster. In education is also a learning process in the form of distance learning should be adapt to these needs and developing innovative media products and contextual in accordance with the needs and characteristics of students so that they can learn effectively and fun [1].

Global digitization requires changes in all areas of life people, including education. Modern trend leading to the introduction of various technologies innovation into the educational process, including gamification (gamification). In general context digitalization of education, a teacher candidate must have certain digital skills underlying digital literacy for activities professional. ICT advances have resulted in the rapid development of the industry game where creative teacher designs the process learning and utilizing various kinds of gamification. Gamification is a method teaching that uses elements games with the aim of motivating students to get directly involved in the game and learning at the same time together so that students get interesting learning experience and pleasant. So gamification in learning and education is an activity to solve problems related to learning and education with apply game mechanics/games [2].

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WordWall is an application web-based digital gamification that provides a variety of games and quizzes that educators can use to rank the material. This app was developed by Visual Education Ltd, a company English. This application is suitable for educators who want to create methods learning assessment. The most What's interesting about WordWall is that game can be played offline through the printer provided. Wordwall also supports sharing games on various social media platforms and embedded code. Enhancement significant in vocabulary value students after using WordWall as additional learning material vocabulary. Effect size shown also greater regarding the effect on behavior. This study provides insight important as a guide for music art teachers in integrating gamification as learning tools for learning traditional musical instruments, especially in developing knowledge student insight by learning pleasant. Learning From Home Activities (BDR) does not prevent teachers from getting mastering various technologies and innovate by incorporating elements games/games into learning. There is the influence of the WordWall application on students' learning motivation. Students need accustomed to active and timely learning in work during this pandemic. This is one of the teacher's strategies that can applied so that children are motivated in study, so it's time to do the task using WordWall application [3]. The current problem is limited human resources or teacher who understands gamification, so that the learning process what happens online feels monotonous and less communicative. For students, of course very difficult to use some apps to take part in online learning during pandemic. Therefore, it is necessary providing counseling and guidance technical assistance to teachers so that they can understand the processes in gamification so that it can be applied in learning the art of music with material other [4].

2 Methods

This research uses qualitative-descriptive method seeks explain phenomena in terms of words or descriptions. Which method used by this researcher to collect data in research These are: a) reference b) observation and c) Documentation.

3 Results and Discussion

On instrument learning this traditional music, teacher using nine templates interactive game that will used for learning, i.e., Quiz, Airplane Anagram, Balloon pop, Quiz Gameshow, Maze Chase, Open the Box, Random Cards, and Random Wheel as shown in the picture below (see Fig. 1).

In this traditional musical instrument learning activity, there are three stages of learning, namely: opening, core activity and closing [5]. At the beginning of the class opening, the teacher opens the class by first entering the learning zoom room that has been provided. The teacher greets the class by praying and then enters the learning material, the teacher gives a pre-test first to see the level of students' knowledge from the beginning of learning in order to know the benefits of the WordWall gamification. In the pre-test activity the teacher gave a game with a Quiz template (see Fig. 2). This Quiz template took time to complete. After seeing the results of each student, the teacher

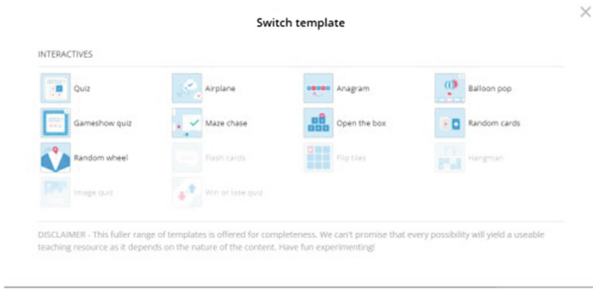


Fig. 1. Game Template.

enters the learning material for traditional musical instruments. The teacher explains each traditional musical instrument through zoom using powerpoint media [6].

The initial view on WordWall before starting the game can be seen in the image (see Fig. 3).

In the picture there is a menu option to play to start the game, a sound button to activate the sound and also a Maximize button to enlarge the game display to fullscreen or full screen and the bottom three buttons as settings to restart the game with the same template (see Fig. 4) [7].

The main view of the Quiz show template is as follows (see Fig. 5).

The main view of the Open the Box template is as follows (see Fig. 6).

The main view of the MazeChase template is as follows (see Fig. 7).



Fig. 2. WordWall Gamification.

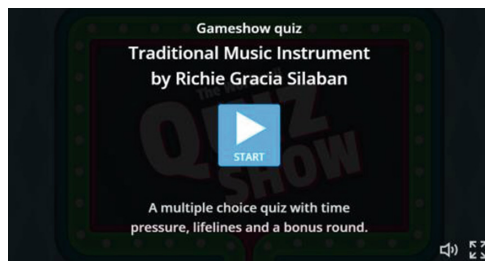


Fig. 3. Starting Game Traditional Music.

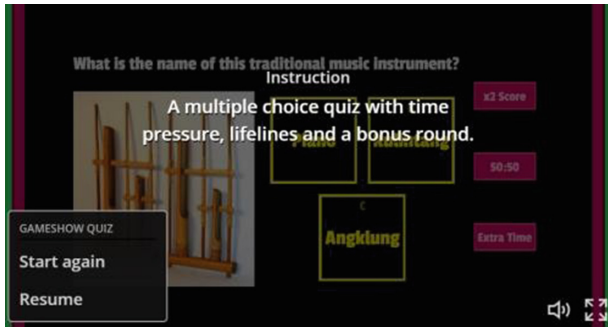


Fig. 4. Settings to Restart the Game.



Fig. 5. The Wordwall Quiz Show.



Fig. 6. Box Template Tradisional Music.

When the game starts, we only need to hover over the small icon to enter the box containing the names of traditional musical instruments (see Fig. 8).

The main view of the Airplane template is as follows (see Fig. 9).

The way to play is to direct the plane to the clouds that have been given names of traditional musical instruments, adjust to the instructions at the very bottom, we can see the traditional musical instrument then point to the cloud that has been labeled with the name of the traditional musical instrument [8]. When one of the lives above the right is



Fig. 7. View of MazeChase.

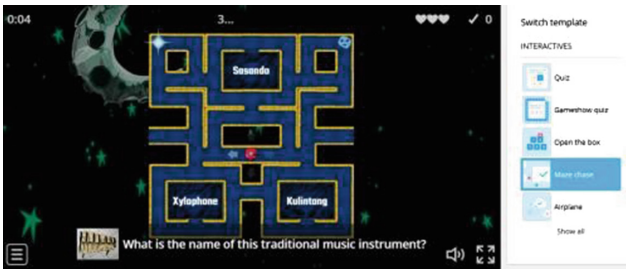


Fig. 8. Names of Traditional Musical Instruments.

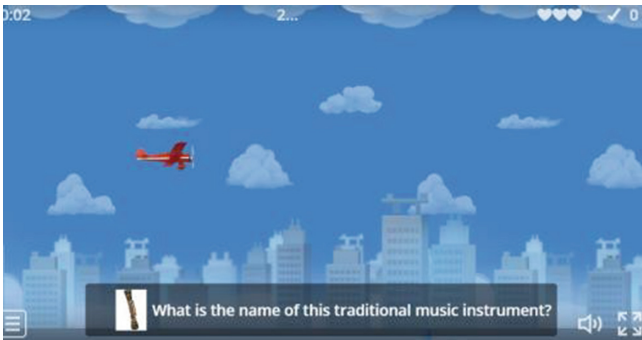


Fig. 9. Airplane Template.

automatically reduced (see Fig. 10) and so on until the life on the top right runs out, it can be declared game over.

When the game in each template ends, the score obtained along with the time used to complete the game is shown as shown in this image (see Fig. 11).

For game settings, the teacher can adjust the speed and also the writing font to be used, such as: the image below (see Fig. 12).

Each student who has completed all the game templates can see the ranking as shown below (see Fig. 13). This ranking is made openly and can be seen by all students.



Fig. 10. Declared Game Over.



Fig. 11. Complete this Game.

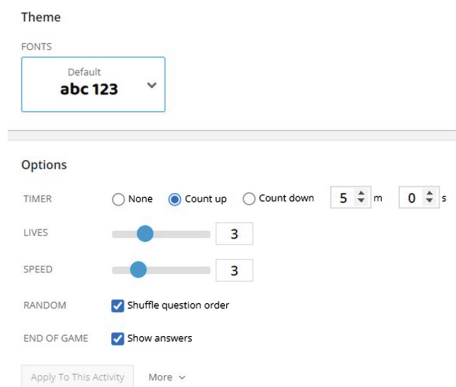


Fig. 12. Setting for Teacher.

Students complete the learning that has been accessed, the teacher invites students to discuss what they have learned before by concluding the learning material alternately between students then closed with the conclusion of the teacher.

Leaderboard Options ▾

Rank	Name	Score	Time
1st	-	-	-
2nd	-	-	-
3rd	-	-	-
4th	-	-	-
5th	-	-	-
6th	-	-	-
7th	-	-	-
8th	-	-	-
9th	-	-	-
10th	-	-	-

Fig. 13. Ranking Completed Game.

4 Conclusion

The implementation of game-based teaching and learning activities using WordWall went smoothly. Learners will really respond to the game-based learning. From the evaluation results and the findings obtained during the implementation of game-based traditional music instrument learning activities using WordWall, it can be concluded that it has been able to provide enormous and targeted benefits for teachers according to the needs of teachers during the pandemic.

Learners will enjoy learning to use gamification with WordWall. And strongly agree that WordWall helps in making questions easy, interesting and interactive and can be used in assessing the learning process and student learning outcomes. The teacher is very enthusiastic in making other game templates for learning the art of music with other materials using WordWall.

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