



Increasing Teachers' Capabilities in Developing WordWall Interactive Learning Media Through Continuous Training

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Abstract. The use of media plays an important role for teachers in learning. However, currently the teacher's knowledge and ability to make interesting variations of learning media is still limited. For this reason, action is needed to improve the ability of teachers to develop learning media, one of which is through continuous training. The purpose of this school action research is to describe the increase in the ability of teachers to develop interactive learning media WordWall through continuous training activities of Peer Workshops and Tutors. This study used the school action research method with two cycles. The research subjects were 6 teachers. Data collection includes interviews, documentation, observations, and field notes. Based on the results of the analysis, this continuous training includes two cycles with four stages each (Planning, Implementation, Observation, and Reflection). In cycle I there was an increase in the teacher's ability to develop interactive learning media WordWall with an average value of 64.3 with a percentage of 50%. In cycle II there was an increase in the teacher's ability to develop interactive learning media WordWall with an average score of 72.4 with an eligibility percentage of 100% of the 75% required in the success criteria, so the class teacher's ability has exceeded the required success criteria. This shows an increase in the teacher's ability to develop WordWall learning media. The results of this study can serve as a reference regarding the use of continuous training in improving teachers' abilities, especially teachers in elementary schools.

Keywords: Teacher Abilities, Learning Media, WordWall, Continuous Training.

1 Introduction

The era of many technological developments that can be utilized in learning, one of which is the use of game-based digital media. The increasingly rapid development of Web technology and digital devices makes it easier to use digital games in education [1]. Game-based learning can take the form of digital games and gaming activities. Games are an alternative for teachers to convey certain knowledge to students. Students' natural interest and curiosity towards games makes games one of the interactive media that can be utilized by teachers [2]. Digital games have several benefits for students. Previous research shows that gamification has a positive effect in motivating learning, improving learning performance, and increasing overall

competence [3]. In addition, gamification has a positive impact on students' academic performance and self-efficacy [4].

However, the application of digital-based games in learning is currently not optimal. Shahid et al. (2019) argue that although game-based learning theory is appreciated by students and teachers, its application is still limited and does not meet expectations [5]. The scope of learning content in games is narrow [6]. This is supported by the results of observations and needs interviews conducted by researchers at SDN 2 Saradan in March 2023. The results of observations and interviews show that digital games have not been implemented in the learning process because teachers' abilities in developing digital game media are very limited. The need for teacher professionalism development is a continuous process [7]. Teacher training in Japan in educational and childcare environments has been proven to be effective in dealing with various problems [8]. In an effort to overcome this problem, based on the results of the analysis of various characteristics of digital games, researchers implemented a solution in the form of continuous training activities for teachers in developing interactive learning media WordWall.

Continuous training is continuous training in improving teacher competency. Continuous training plays a role in improving and maintaining competence and professionalism [9]. Researchers implement continuous training through mentoring and peer tutoring.

Wyatt and Dikilitas (2022) stated that mentoring activities are an informal approach to developing teacher professionalism. These mentoring activities can take the form of facilitative support as a process of transferring knowledge from more capable and experienced teachers to less experienced teachers through conversation and reflection [7]. Klinge (2015) also believes that mentoring activities are a process in which experienced people provide guidance to others in the development of various learning ideas and teacher competence or professionalism [10].

The tutoring program opens up opportunities to interact with different cultures and have a positive attitude towards diversity [11]. Peer tutoring has been practiced and researched at all levels of education in various fields either across ages or at the same age [12]. Peer tutoring creates a space for collaboration between teachers. Working through collaboration can foster new initiatives [13].

Based on several previous research results, WordWall media has several advantages. The use of WordWall learning media can increase student interest and motivation in learning [14]. WordWall media facilitates beneficial interactions for students [15].

2 Methods

This School Action Research was conducted at SD Negeri 2 Saradan. The subjects of this study were 6 teachers. The method used in this research is the School Action Research (PTS) method. School Action Research is an action research procedure adapted from Classroom Action Research [16]. School Action Research aims to find solutions to real problems in schools and make improvements. The real problem found in schools is the lack of knowledge and ability of teachers to make interesting variations of interactive learning media, especially technology-based learning media.

The research procedure is carried out in cycles. In this study using the model Kemmis and Mc. Taggart divided action research procedures into four stages of activity in one cycle, namely planning, action, observation, and reflection. Success indicators are measured through established criteria, namely 75% active teacher involvement in media creation and teacher performance results in media creation of at least 65.

3 Results and Discussion

In the planning stage prior to conducting the research, the steps taken were designing continuous training materials on WordWall Interactive Learning Media, compiling attendance lists of Cycle I and Cycle II training participants, preparing supporting media for continuous training activities, namely power points and computer hardware, designing instruments interview guide sheets, observation sheets, and field notes Cycle I and Cycle II, and prepared activity documentation tools in the form of a camera.

At the implementation stage of the activity, socialization activities were carried out by the Principal of SD Negeri 2 Saradan to 6 teachers. The implementation of cycle I actions was carried out on Monday, May 15, 2023. The researchers conducted a workshop on making WordWall interactive learning media. Cycle I activities started at around 08.30 WIB followed by 6 teachers of SD Negeri 2 Saradan. The activity was carried out in class VI of SD Negeri 2 Saradan. The series of activities consisted of an opening, remarks by the principal, presentation of material, group activities, and closing.



Fig. 1. Cycle I mentoring activities.

The implementation of cycle II actions was carried out on Monday, May 22, 2023. The researcher conducted a Peer Tutor activity on creating WordWall interactive learning media. Cycle II activities began at around 09.00 WIB followed by 6 teachers of SD Negeri 2 Saradan. The activity was carried out in class VI of SD Negeri 2 Saradan. The series of activities consisted of an opening, the principal's remarks, peer tutoring activities, and closing.



Fig. 2. Cycle II peer tutor implementation activities.

In cycle I there was an increase in the teacher's ability to develop interactive learning media WordWall with an average value of 64.3 with a percentage of 50%. In cycle II there was an increase in the teacher's ability to develop interactive learning media WordWall with an average score of 72.4 with an eligibility percentage of 100% of the 75% required in the success criteria, so the class teacher's ability has exceeded the required success criteria.

Based on the research results, the implementation of continuous training can improve teachers' abilities in developing WordWall interactive learning media. Continuous training plays a role in improving and maintaining competence and professionalism [9]. Thus, continuous training in this study is beneficial in developing teacher professionalism. Continuous training implemented through mentoring and peer tutoring activities contribute to improving teachers' ability to develop WordWall learning media. Professional development is a learning platform for teachers to improve their instructional skills [17]. Professional development has an important contribution to the effectiveness of teaching and learning [18].

The implementation of cycle I through mentoring activities plays a role in increasing teachers' abilities in developing WordWall interactive learning media. Through mentoring, researchers provide guidance to teachers at SDN 2 Saradan in creating WordWall media. As Klinge suggests, mentoring activities are a process in which experienced people provide guidance to others in the development of various learning ideas and teacher competence or professionalism [10]. Mentoring activities are carried out by researchers who have competence in developing WordWall interactive learning media. Researchers share ideas with teachers in developing WordWall media that can be applied in the classroom. Researchers provide feedback to teachers' questions in mentoring activities of WordWall interactive learning media development. Research has shown that feedback is an important component in the learning process [19].

The implementation of cycle I through peer tutoring activities plays a role in improving teachers' abilities in developing WordWall interactive learning media. Peer tutoring creates a space for collaboration between teachers. Working through collaboration can foster new initiatives [13]. Researchers facilitated teachers to collaborate with each other through small groups to develop WordWall learning media. Teachers were enthusiastic about collaborating with each other and were involved in developing WordWall media according to the subject matter chosen together. Based on the results of the study, it is known that the implementation of

collaborative practices accompanied by the transformation of relationships and roles is beneficial in reviving the practicum [20].

4 Conclusion

The conclusion from the results of this study is that teachers' abilities have increased, especially in developing WordWall interactive learning media. There was an increase in the ability of teachers to develop learning media after being given continuous training at SD Negeri 2 Saradan. This shows an increase in the teacher's ability to develop WordWall learning media. In cycle I there was an increase in the teacher's ability to develop interactive learning media WordWall with an average value of 64.3 with a percentage of 50%. In cycle II there was an increase in the teacher's ability to develop interactive learning media WordWall with an average score of 72.4 with an eligibility percentage of 100% of the 75% required in the success criteria, so the class teacher's ability has exceeded the required success criteria. This shows an increase in the teacher's ability to develop WordWall learning media. The results of this study can serve as a reference regarding the use of continuous training in improving teachers' abilities, especially teachers in elementary schools. Recommendations for future research are that future researchers can implement continuous training for the development of teacher professionalism, not only in improving teachers' abilities in making learning media but in improving teachers' abilities in developing learning materials and other teacher professional abilities.

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