BUILDING TEACHER AND STUDENT CREATIVITY AND COLLABORATION THROUGH WORDWALL MEDIA IN THE TEACHING AND LEARNING PROCESS IN JUNIOR HIGH SCHOOL

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ABSTRACT

The importance of creating meaningful and relevant learning experiences in the teaching and learning process by utilizing technology using wordwall. Technology-based learning that is packaged like a game can motivate students, increase engagement, increase understanding and increase creativity. Research questions raised include the importance of technology utilization through wordwall in building teacher and student creativity, technology utilization through wordwall can improve collaboration between teachers and students, and obstacles faced in using wordwall. The purpose of this study is to identify the impact of using Word Wall on teacher and student creativity, analyze the effect of using Word Wall on teacher and student collaboration, identify obstacles and solutions in using Word Wall. The research method used is descriptive qualitative and interviews. The discussion includes the importance of utilizing technology through wordwall in building teacher and student creativity, utilizing technology through wordwall can improve collaboration between teachers and students, and obstacles faced in using wordwall. The conclusion of this study is that there is an increase in understanding and skills arising from students.
Keywords: Student Creativity; Teacher and Student Collaboration; Wordwall.

INTRODUCTION

Success and effectiveness in the teaching and learning process is the result of creativity and good collaboration between teachers and students. Based on Law number 23 of 2003, states education as 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 themselves, society, nation and state (2003). Success in the learning process cannot be separated from the collaboration between teachers and students. This is because with the balance between teachers and students can achieve a learning goal not only from the results, but from the learning process. Collaboration is a cooperative action of school members to achieve work-related goals (Kelchtermans, 2006). Collaboration has the potential to be a grassroots driver of educational change (Barfield, 2016). Collaboration is an action taken together to create cooperation to achieve a goal. In addition, building creativity and new innovations in learning can increase students' interest in ongoing learning. Learning creativity is the ability of students to generate new ideas, solve problems innovatively, and apply the knowledge and skills they have learned.

In improving student creativity and collaboration there are still challenges. One of them is teachers' professional skills. These skills include knowledge, understanding, and also the ability to design learning that is interesting, innovative, and pays attention to students' needs and learning styles. If a teacher has professional skills, it can create a fun and challenging learning environment for students. Teachers who are able to identify and respond to students' various learning styles can facilitate learning

activities that stimulate creativity. By understanding learning theory, teachers can also apply learning materials that focus on student creativity (Suratmi and Salamah, 2018). In addition, there are other factors that can influence

Technological advances make it easy to do daily activities. With the advancement of technology in the world of education, it can be utilized as well as possible. Of course, in order to create balance and harmony with the times. The utilization of technology in education is one of the innovations in the learning process that can motivate students to be active in learning.

Low student interest in ongoing learning can lead to a sense of boredom in the classroom. By utilizing technological advances in learning such as wordwall can be a solution to eliminate boredom during the teaching and learning process. Wordwall is a learning media that helps students to understand the subject matter. word wall is an interactive learning media that is easily accessible through the *wordwall.net* page so there is no need to download additional applications. wordwall is unique as an evaluation media in the form of multiple choice questions (quiz), crossword puzzles, choosing cards or images according to their pairs (matching pairs), pairing the right answers and others. Another advantage offered in the word wall is that the teacher can see the level of difficulty in the question items and there is a percentage value so that the most difficult questions can be found to the easiest questions. Based on this explanation, this is in line with the opinion (Sarti & Yarza, 2021) that wordwall is an application that can be used as an interesting online learning tool, learning resource or evaluation for students. With the concept of playing while learning, wordwall is very suitable for teachers to use during learning to increase creativity and collaboration with students.

Based on the above background, the research question arises. How can the use of Worldwall build teacher and student creativity? How can the use of Worldwall increase collaboration between teachers and students? What are the obstacles faced in using Worldwall and how to overcome them? The purpose of this study is to identify the impact of using Word Wall on teacher and student creativity, analyze the effect of using Word Wall on teacher and student collaboration, and identify obstacles and solutions in using Word Wall.

RESEARCH METHODS

This research uses descriptive qualitative research methods. Descriptive qualitative research is one of the types of research included in the type of qualitative research. Descriptive research is a research strategy in which researchers investigate events, phenomena of individual lives and ask a person or group of individuals to tell their lives. This information is then retold by the researcher in a descriptive chronology (Adhi, et al, 2019). Descriptive qualitative research displays data as it is without manipulation or other treatment processes. The data collection technique in this research is to conduct directed interviews with resource persons (teachers) related to the use of wordwall in learning.

RESULTS AND DISCUSSION

The results of this study indicate that the application of wordwall media in the teaching and learning process is able to increase creativity based on the results of directed interviews to see activeness during the learning process, communication skills, and cooperation. The following is a description of the interview conducted by the first interviewee.

The experience of using rocks in the classroom is very helpful in creating interactive and educative learning. With the application of wordwall, students can be more involved in learning activities because rocks provide various types of interesting educational play. The activities used include pair-printing quizzes, memory games, and dot crossword puzzles with a variety of experiences using rocks in the classroom greatly helps to create interactive and educational learning with the implementation of wordwall students can be more involved in learning activities as rocks provide different types of engaging educational play. The activities used include pair printing quizzes, memory games and crossword puzzles. The many kinds of games in wordwall make learning more fun and students are more motivated to learn. Wordwall also facilitates variations in the presentation of material which is used to increase the memory of students' understanding.

In worldwall media, the types of activities most often used by educators and teachers in educational units include active silver questionnaires, matching games, and crossword puzzles. Interactive quizzes allow learners to answer questions in a more fun and also competitive way point

often the elements in the wordwall in the form of gamification elements they are more involved point matching games help students better connect between concepts with relevant answers such as definitions with terms or pictures with words whose purpose is to strengthen their understanding. students are filling in boxes with appropriate words based on clues that have been given so that they can deepen their knowledge of certain topics. An example of an activity such as a memory game is where students can match pairs of wires decorated with related information which is beneficial in developing long-action short-term memory skills. This activity not only makes learning more fun but also encourages students to participate more actively and more easily remember the material that has been delivered or learned with many of these activities to help create a learning environment and dynamic and diverse comments can meet the various learning styles of students.

Wordwall facilitates educators in educational units to create creative and interesting learning activities by providing 18 different templates in wordwall and includes various types of games tailored to the needs of students point teachers can also easily design and edit these games to organize learning materials that match the theme point this not only increases student participation but also motivates them in the learning process. Aku also provides a feature or sharing of the games that have been created either through links or QR codes, so that students can access them at home for repetition or independent learning. This allows for more flexible sharing and gives students the opportunity to learn in their own time at which point the use of this technology not only makes the reader more interactive but also more personally relevant to each student.

The biggest benefit of using wordwall in one of the learning media is the increase of students' motivation and engagement in the teaching and learning process. By using this media students become more enthusiastic and participate because the material is produced in an interactive and fun format. It allows teachers to present various materials in a more interesting and varied way through various types of games in wordwall. It also makes it easier for teachers to adapt content according to student needs, both based on the level of difficulty, learning style and student interests. The use of wordwall also helps to improve understanding of the subject matter because the material is presented in the form of an entertaining game. In addition, with direct feedback from the game results, teachers can quickly identify what things need to be evaluated and provide more targeted guidance, all of which ultimately contributes to an overall increase in student learning prices.

Some challenges in the application of wordwall as a learning medium are limited access to technology for some students initial difficulty in learning how to use this medium, as well as constraints in ensuring all students have an equal experience point technological challenges can include lack of devices such as computers or tablets, as well as unstable internet connection times in students' homes. In addressing the limitations of the technology principle, schools can allocate budget to provide the necessary devices to improve the internet network infrastructure and also organize a schedule for alternate use of the devices or provide a computer lab where students can better cope with the lessons. In understanding the perform wordwall can be overcome by steps in the form of comprehensive training for students and teachers this training also covers the basics of wordwall processing how to design and edit the game by accessing and working on activities that are being created to overcome the limitations of the technology principle schools can allocate budgets to provide devices needed to improve internet network infrastructure and also organize a schedule for alternate use of devices or provide computer laboratories that students can overcome preferably lessons. In understanding the wordwall platform can be overcome by steps in the form of comprehensive training for students and teachers this training also covers the basics of wordwall processing and how to design and edit games by accessing and working on activities that are being created.

The results found in the use of wordwall provide feedback to students directly and effectively because the teacher can see the quiz results from the student's work and provide specific feedback on errors or things that need to be corrected point for example if a student answered wrong in the quiz then provide a detailed explanation of why the soul is wrong and how the correct way to answer it. In addition, it can utilize the data collected from the results of wordwall usage activities to evaluate students' overall understanding, identify error patterns, and adjust teaching strategies that are more targeted.

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Overall, the integration of wordwall use in learning not only makes the learning process more immersive and engaging but also has a real positive impact on students' understanding and skills to prepare them with varied problems for their academic challenges in education.

Furthermore, the results of the second interview showed that wordwall media can help the learning process, namely changing the positive attitude of students to be active. This is because through the utilization of wordwall, learning actively involves the actions of students in understanding and following up on a learning concept. Activities that are often used in the utilization of wordwall in learning are modifying the delivery of material concepts and evaluations to be game-based. Wordwall creates creative and interesting learning activities through displays with various game concepts to make interactive learning. The biggest benefit of utilizing wordwall media is being able to change and improve the creative and innovative side of educators to create learning in the form of PAIKEM (Active, Innovative, Creative, Effective, and Fun Learning) as well as the enthusiasm and active sense of students in the learning process.

The challenge faced is the limited features and amount of material creation due to using an unpaid account. Overcoming this can use multiple accounts to log into the wordwall platform and include two concepts of material or evaluation into one feature display. The result of the wordwall activity is formed in the accumulation of points in each material and evaluation. The learner who has the highest points in each material will get an additional 30 points. There is an increase in understanding and skills arising from learners. This is due to the enthusiasm and motivation to learn that arises from the active interaction of students from the learning process conceptualized through game-based learning.

Based on interviews with informants, the application of wordwall media in the classroom can foster students' creativity and collaborative abilities. The results found are described as follows.

The application of learning with wordwall media can increase the creativity of learners involved in the ongoing learning. The form of questions displayed encourages learners to think creatively, try new ideas, and their knowledge in answering questions.

The application of learning with wordwall media can improve the collaborative ability of learners. It is proven that during the teaching and learning process, students work together with the group in answering questions, listening and responding well, and integrating contributions from each group. This shows that wordwall learning media can create a collaborative learning environment and facilitate the development of students' collaborative skills.

CONCLUSIONS

The results of this study show that the application of wordwall media in the teaching and learning process is able to increase creativity based on the results of directed interviews to see activeness during the learning process, communication skills, and cooperation.

The experience of using wordwall media in the classroom is very helpful in creating interactive and educative learning. With the application of wordwall, students can be more involved in learning activities because the rock provides various types of interesting educational play. Wordwall also facilitates variation in the presentation of material which improves the memory of students' understanding.

In worldwall media, the types of activities most often used by educators and teachers in educational units include active silver questionnaires, matching games, and crossword puzzles. Interactive quizzes allow learners to answer questions in a more fun and also competitive way, often the elements in wordwall in the form of gamification elements they are more involved, the matching game helps students better connect concepts with relevant answers such as definitions with terms or pictures with words whose purpose is to strengthen their understanding. students in filling the boxes with appropriate words based on the clues that have been given so that they can deepen their knowledge of certain topics. In addition, it also makes it easier for teachers to adapt content according to student needs, both based on difficulty levels, learning styles and student interests. The use of wordwall also helps to improve comprehension of the subject matter as the material is presented in the form of a game that is entertaining to the point. In addition, with the direct feedback from the game results, teachers can quickly identify what things need to be evaluated and provide more targeted guidance, all of which ultimately contributes to the overall improvement of student learning prices.

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