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Mimin Darmini  
Mimin.darmini@umc.ac.id  
Faculty of Education,  
University of  
Muhammadiyah Cirebon

Regina Kezia  
Anggraeni  
Situmorang  
[reginasitumorang27@gmail.com](mailto:reginasitumorang27@gmail.com)  
Faculty of Education,  
University of  
Muhammadiyah  
Cirebon



Rezwandy Wahyudi  
Saputra  
[rezwandywahyudi9@gmail.com](mailto:rezwandywahyudi9@gmail.com)  
Faculty of Education,  
University of  
Muhammadiyah Cirebon

Ria Kusumawati  
[riakusumawati42@gmail.com](mailto:riakusumawati42@gmail.com)  
Faculty of Education,  
University of  
Muhammadiyah  
Cirebon



Ridha Nur Amaliyah  
[ridhanuramaliya@gmail.com](mailto:ridhanuramaliya@gmail.com)  
Faculty of Education,  
University of  
Muhammadiyah Cirebon

## WORDWALL LEARNING MEDIA TRAINING AT SMPN 3 SUMBER AS A CREATIVE SOLUTION IN THE DIGITAL ERA

Mimin Darmini <sup>1</sup>, Regina Kezia Anggraeni Situmorang <sup>2</sup>, Rezwandy Wahyudi Saputra <sup>3</sup>, Ria Kusumawati <sup>4</sup>, Ridha Nur Amaliyah <sup>5</sup>, Sarmita <sup>6</sup>

<sup>123456</sup> Faculty of Education, University of Muhammadiyah Cirebon. Indonesia.  
Corresponding Author. Email [mimin.darmini@umc.ac.id](mailto:mimin.darmini@umc.ac.id)

**Abstract:**

**Background.** The rapid development of digital technology requires educators to innovate in teaching to maintain student engagement.

**Aims.** This community service program aimed to enhance teachers' competence in creating interactive learning media using the Wordwall platform. The training was held at SMPN 3 Sumber on December 14, 2024, and involved 40 teachers from various subjects.

**Methods.** Activities were conducted using an andragogical approach, including interactive lectures, demonstrations, and hands-on practice.

**Result.** The evaluation results showed a highly positive impact, with 96% of participants expressing satisfaction. Teachers appreciated the relevance of the materials (96%), the digital tools used (90.6%), and the instructors' effectiveness (95.8%). Moreover, 92.8% of participants demonstrated a very high understanding of the basic concepts of Wordwall. This training successfully improved teachers' digital literacy and their ability to design, engage, and effectively engage in interactive learning activities.

**Keywords:** *wordwall*, digital media, interactive learning, digital age, technology

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## INTRODUCTION

The development of digital technology has encouraged the world of education to transform, including in terms of learning methods and media. Teachers are required to not only deliver material but also create an interesting learning atmosphere that is relevant to the conditions of the times. In this context, the use of digital learning media is one creative solution to increase the effectiveness of learning and student engagement in the classroom.

SMPN 3 Sumber, as a junior high school educational institution, has the spirit to adapt to changing times. However, some educators still lack mastery of interactive learning technology. One potential but not widely used medium is Wordwall, a digital platform that allows teachers to create different types of educational games and interactive exercises that are easy to use and engaging for students.

The training on making learning media using Wordwall at SMPN 3 Sumber aims to improve teachers' skills in designing more creative and interactive learning media. This activity is expected to solve learning challenges in the digital era and encourage optimal use of technology in the educational process.

## LITERATURE REVIEW

The development of technology and information as it is today requires everyone to follow every development and attract attention by launching the latest innovations, one of which is in the field of learning media. At a time when digital applications are developing very rapidly, teachers are required to always follow technological developments, especially in utilizing and optimizing digital media as a means that can be used to add knowledge to

create learning media that is appropriate to the conditions of students, currently learning media can be designed using an easy and fast way, namely by using digital applications (Mu'ah, Suyanto, Romadhona, Hidayati, & Askhar, 2020).

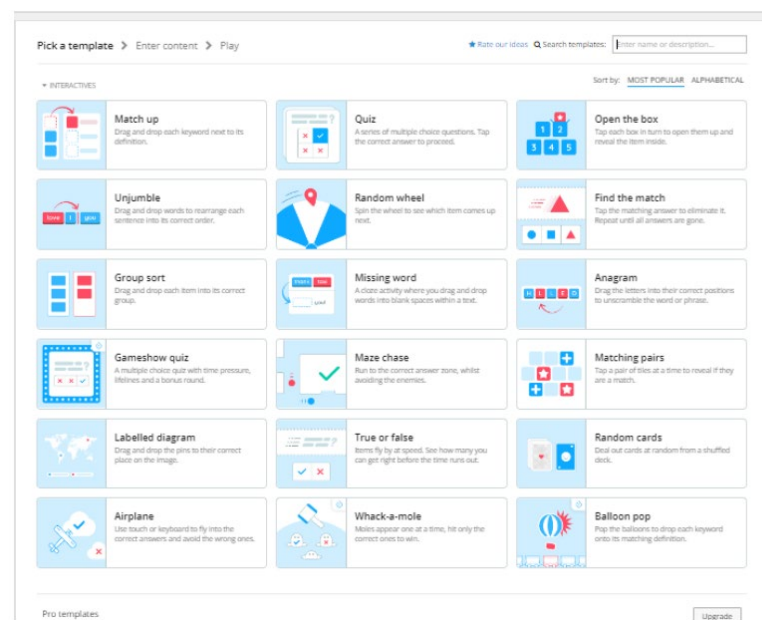
The use of digital applications as a learning medium is a way to create interactive learning. For high school students, digital applications are familiar, the average student has been able to use and apply them, but so that students do not take advantage of digital applications that are without benefits, it is necessary to be introduced to digital applications that can be used as educational media (Ningrum, eva puspa lia, 2021). Thus, students will be more interested in participating in the learning process and making the teaching and learning process even more interactive. So it is hoped that with this service activity, the learning process can be more effective and efficient, and it is hoped that students can take more advantage of the positive direction of digital applications in the learning process.

The learning method is a learning method that is often applied by teachers in delivering material by actively involving students. In this active case, what is meant is that students are able to solve problems given by teachers, discussions with classmates go well, and students are able to find other reference sources to support their learning. In this type of method, students are required to be actively involved in learning by asking questions according to the learning material, analyzing and determining problem-solving solutions, and drawing conclusions (Sebastian, Putrama, & Suyasa, 2020).

Interactive learning methods are a way or technique of delivering material by teachers. Teachers as leaders in the learning process must be able to create a conducive situation during the learning process to achieve learning goals (Tarigan & Siagian, 2019). With the rapid development of technology and the emergence of learning innovations, interactive learning can be done using digital applications. In the use of existing technology, teachers can create learning media that can make it easier for teachers to convey material during the learning process, so as to create an effective and efficient learning process, so that what learning goals that have been formulated can be achieved

Currently, there are a lot of learning media in the form of digital applications that can attract students' interest in learning, make the learning process easier, and create interactive learning. One of the interactive learning media in the form of digital applications is *Wordwall*. *Wordwall* is an educational game application that can be used in learning, This application is used for the delivery of subject matter presented using audio-visuals that can attract students' attention and increase students' interest in learning, especially middle-level

students (Pradani, 2022). In line with the expression (Maghfiroh, 2018), *Wordwall* media can increase student interaction in the learning process. *Wordwall* is one of the digital applications that can be used as a learning medium or as an evaluation tool (Sari & Yarza, 2021). The *Wordwall* digital application has many advantages, one of which is that it can be accessed for free by simply registering an account using an e-mail address, thus we can choose several available templates.



Source: *Wordwall.net*

**Figure 1. Types of *Wordwall* Templates**

Furthermore, the advantages and disadvantages of this *Wordwall* application, according to Anwar Zulkifli and Enung Mariah (2019), are that it can make learning more meaningful and easier for students to understand the material, both at the elementary and intermediate levels. Assignment procedures are available on the *Wordwall* application, which students can access through mobile phones. The *Wordwall* application is creative and engaging. The disadvantages of this *Wordwall* application are that, in its use, it is prone to fraud and font sizes that are not available and cannot be changed, designing media or evaluation tools takes a long time, and internet network constraints because its use requires an optimal internet network. In line with (Putri Fanny Mestyana, 2020), which states that *Wordwall* can make it easier for students to learn subject matter, and is easy to use to find out how students' learning achievements are.

## METHOD

This training was carried out by PPG Preservice students of the Science Education Study Program of the University of Muhammadiyah Cirebon, which consisted of 5 members. The method chosen in this training uses the training method according to Goad (in Al Arif et al., 2023)

**Table 1. Stages of Training According to Goad**

Stages	Activities	Implementer/Description
Needs Analysis	a. Observing the implementation of learning in the classroom b. Identify problems from the observation results	PPG students before training
Program Planning	a. Formation of committees and division of roles b. Designing training activities c. Prepare a budget and training activity needs d. Defining training media e. Communicate the location and time of the training with the school f. Compiling Wordwall introductory presentation materials g. Compile presentation materials for creating activities in Wordwall h. Putting together a Wordwall training module	PPG student team (5 people) Coordination with SMPN 3 Sumber For the purpose of conducting training
Implementation	a. Carrying out training for SMPN 3 Sumber teachers b. Assign assignments to participants c. Provide assistance during training and assignments	Held on December 14, 2024
Evaluation	a. Measuring participant satisfaction b. Evaluate the overall training activities carried out	As a basis for reflection and updating of the program

Source: Adapted from Al Arif et al. (2023)

This activity used an andragogy-based training approach, focusing on participants' active involvement through a combination of interactive lectures, demonstrations, and hands-on practice. The training subjects were teachers from various subjects at SMP Negeri 3 Sumber, who totaled 40 people. This activity was held on December 14, 2024, in the teacher's room of SMP Negeri 3 Sumber.

## RESULTS AND DISCUSSION

Training on making interactive learning media using *Wordwall* has been carried out at SMP Negeri 3 Sumber, involving 40 teachers from various subjects. This activity lasted for one day, on December 14, 2024, to be precise. This training is a manifestation of the real contribution of students to support the improvement of the quality of education in schools while answering learning challenges in the digital era. In addition, this activity is also a strategic effort in strengthening cooperation between universities and schools, especially in the development of teacher professionalism.

In this training, teachers are invited to explore various features offered by *Wordwall* as a dynamic, interactive, and fun learning medium for students. The use of *Wordwall* is becoming a creative solution that is relevant to the characteristics of today's digital generation, which requires more engaging and accessible learning. Participants not only learn how to create quizzes, games, and practice questions digitally, but are also encouraged to design media that is contextual and in accordance with students' learning needs. This activity is organized through five main stages, namely:

### Training Needs Analysis

The initial stage of program implementation begins with the formation of the person in charge of each activity agenda, such as the person in charge of preparing materials, arranging events, regulating consumption, and coordinating with the school and teachers to become the implementer of the activity on the training day. After the person in charge of each activity agenda is formed, the activity continues by conducting direct observation of the learning process in the classroom as the basis for needs analysis.

Through the results of observations of teaching and learning activities in several classrooms, it is known that students already have technological devices such as mobile phones that can support the digital learning process. However, the use of these devices has not been optimally directed to support formative assessments that aim to monitor and evaluate student learning progress on a regular basis. So far, the assessment process has been carried out more conventionally and in writing, which tends to be one-way and less attractive to students. Some teachers said that they still have difficulty measuring students' understanding quickly and pleasantly. The lack of technology-based interactive media makes formative assessments ineffective, so teachers do not get an accurate picture of how much

students have understood the material. This also has an impact on the lack of meaningful feedback in the learning process.

Based on these conditions, the committee concluded that an innovative solution is needed that can assist teachers in carrying out formative assessments that are more dynamic, interesting, and in accordance with technological developments. Therefore, a training on making interactive learning media based on *Wordwall* was designed for teachers at SMPN 3 Sumber. *Wordwall* was chosen because it has a diverse format of exercises, such as quizzes, crossword puzzles, Wheel of Fortune, and other educational games that can be used to evaluate students' understanding in real-time. Through this training, it is hoped that teachers can more easily carry out formative assessments in a fun, adaptive, and efficient manner while increasing student involvement in the learning process in the digital era.

### **Design Training Approach**

At this stage, the committee prepares a comprehensive training plan, starting with determining the format of the activity, selecting the location, and preparing the required budget. The committee designed a participatory and applicable training format in which teachers not only receive material but also directly practice creating media using *the Wordwall* platform. The training location was chosen in the SMPN 3 Sumber teacher's room, with each teacher using personal software, such as a personal laptop.

To support the smooth running of the activity, the committee prepared technical needs such as laptops, LCD projectors, speakers, internet connections, and food for participants. All of these facilities and infrastructure are prepared so that the delivery of material can run optimally and the interaction between facilitators and participants runs actively and smoothly. With this carefully designed training approach, it is hoped that SMPN 3 Sumber teachers will be able to master the use of *Wordwall* as an effective interactive media in the formative assessment process and classroom learning.

### **Development of Training Materials**

At the stage of developing training materials, the committee prepares material that will be presented by PPL PPG Pre-service students in implementing activities. The presentation material is divided into two parts, namely: *Wordwall* integration material in the teaching module, which discusses strategies for the use of interactive media to increase learning effectiveness and *Wordwall* learning media creation material, which focuses on

practical steps in creating quizzes, puzzles, and educational games using *the Wordwall* platform.



Source: Personal Documentation

**Figure 2. Training Material Presentation Slides**

To support the trainees in creating interactive learning media, the committee also prepared presentation slides that presented complete guides related to the features of the Wordwall platform and steps to create interesting and easy-to-use learning media in the classroom.

### **Training Implementation**

This training activity is divided into two stages, namely training and manufacturing. In the development phase of the training material, the committee team prepared the presentation content that will be delivered by the presenters. The presentation material is divided into two main focuses: The *Wordwall integrated teaching module*, which was delivered by the UMC Pre-Service PPG PPG Student Field Assistant Lecturer, namely Ibunda Mimin Darmini, M.Pd. This material discusses how the integration of interactive digital media into teaching modules can increase learning effectiveness, as well as strategies for compiling modules that are relevant to the needs of students in the digital era.



Source: Personal Documentation

**Figure 3. Wordwall Integrated Teaching Module Delivery**

Training on making *Wordwall learning media*, which was presented by PPL PPG Pre-Service Students, namely Rezwandy Wahyudi Saputra. In this session, participants were invited to be directly involved in the practice of creating interactive media using *the Wordwall* platform, starting from creating an account, selecting templates, to applying media in fun and contextual learning

Through these two main focuses, it is hoped that the trainees will not only understand the concept and benefits of using *Wordwall* in learning, but also have practical skills in developing learning media that are interesting and easily accessible to students. The training stages are systematically designed so that participants can follow each process well, starting from the presentation of the material to independent practice sessions and presentation of the work.

To support participants during the practice session of creating *Wordwall*-based interactive learning media, the committee also compiled presentation slides containing a complete guide to the various features within *the Wordwall* platform and step-by-step instructions for creating quizzes, puzzles, and other educational games.

### **Stages of Training Implementation**

The implementation of the training is designed in two main stages: (1) Training Stage. At this stage, participants receive material delivered directly by PPL PPG Pre-Service students. The speakers gave a systematic presentation of the material, followed by a demonstration of the direct practice of using *Wordwall*. The training is conducted interactively through a combination of theory delivery, hands-on practice, and Q&A sessions to ensure participants understand the material thoroughly.



Source: Personal Documentation  
**Figure 4. Manufacturing Training**

During the practice session, participants were accompanied by a team of other PPL students who served as facilitators and monitors. They provide technical direction, assist participants in the process of creating interactive learning media, and monitor to ensure that each participant can follow the training flow properly. (2) Creation and Mentoring Stage, Participants are given the opportunity to develop *Wordwall interactive learning media* under their field of study. The facilitator provides intensive assistance during this process, including assisting participants in selecting suitable templates, designing questions, and strategies for using *Wordwall* in teaching and learning activities.



Source: Personal Documentation  
**Figure 5. Training Assistance by Students**

In addition to guidance, the committee monitors participants' progress to ensure that all tasks can be completed on time. The final result is a *Wordwall* media product created and

then presented by the participants as a form of implementation of the skills acquired during the training.

### Training Evaluation and Upgrade

In this stage, participants were given a questionnaire on the level of satisfaction with the training on making *Wordwall learning media*. The questionnaire contains 26 questions divided into 7 indicators as shown in the following table.

**Table 2. Questionnaire instrument for participants' satisfaction and understanding of training.**

Indicators	Question
Training Implementation	a. The committee helps the trainees access the platform that will be used during the training properly. b. The committee prepared training materials in the form of <i>PowerPoint</i> (PPT) as a guideline for activities. c. Communication during the training went well and was effective.
Training Materials	a. The material presented is in accordance with the purpose of the training b. The material provided was in line with expectations when I decided to take part in this Training c. The materials provided are according to my needs d. The material provided helped me in improving my knowledge related to the creation of learning media. e. The material provided helped me in improving my skills related to the preparation of learning media.
Learning Media	a. The training material in the form of PPT is prepared systematically and is easy for participants to understand. b. The visual appearance of the PPT presented is engaging and supports the understanding of the material. c. The PPT used as a learning guide facilitates participants in understanding the content of the training effectively.
Instructor Ability to Manage Classes	a. The training model used is interesting and able to increase the active participation of participants. b. The instructor masters the training material in depth and delivers it systematically. c. The instructor was able to answer the participants' questions clearly and informatively. d. The instructor uses communicative and easy-to-understand language in each explanation. e. During the training, the instructor shows a disciplined attitude in managing time and activities. f. The instructor is polite and polite in interacting with the participants. g. The instructor shows a friendly attitude so as to create a comfortable and conducive training atmosphere.
Understanding the Basic Concepts of <i>Wordwall</i>	a. I was able to explain the meaning of <i>Wordwall learning media</i> and the purpose of its use in learning.

Indicators	Question
<i>Learning Media</i>	b. I understand the benefits of using <i>Wordwall</i> in increasing the effectiveness and involvement of learners in the learning process.
Applying <i>Wordwall Learning Media</i> in Learning	a. I was able to design learning media using <i>Wordwall</i> that was in accordance with the learning objectives. b. can integrate <i>Wordwall</i> media into learning activities effectively. c. I was able to choose the type of game in <i>Wordwall</i> that was relevant to the material being taught. d. I understand how to manage and evaluate student learning outcomes through activities using <i>Wordwall</i> .
Using Digital Media Well	a. I am able to take advantage of various digital media features in designing interactive learning media. b. I understand how to optimize the use of digital media to improve students' understanding

Source: Adapted from the Wordwall training instrument (2025)

The data from the questionnaire responses were then analyzed using the Satisfaction and Understanding Index analysis. The index value for each indicator is calculated using the weighted average value approach and interpreted based on the following 5-Likert scale interval.

**Table 3. Rating categories**

Value Interval	Category
4,20 - 5,00	Very High
3,40 - 4,19	Tall
2,60 - 3,39	Keep
1,80 - 2,59	Low
1,00 - 1,79	Very Low

Source: (Sugiyono, 2015)

**Table 4. Satisfaction and understanding questionnaire results**

Indicators	Satisfaction and Comprehension Index	Service Satisfaction Assessment Category
Training Implementation	4,8	Very High
Training Materials	4,8	Very High
Learning Media	4,53	Very High
Instructor's Ability to Manage Classes	4,79	Very High
Understanding the Basic Concepts of <i>Wordwall Learning Media</i>	4,68	Very High
Applying <i>Wordwall Learning Media</i> in Learning	4,37	Very High
Using Digital Media Well	4,26	Very High

Source: Research Data

Based on the results of the questionnaire in Table 3 obtained from the training activities, the satisfaction and understanding of participants during the implementation of the training is in the very high category, with an overall percentage of 96%. Participants gave positive appreciation to various aspects of the training, such as the training materials delivered (96%), the learning media used (90.6%), and the instructor's ability to deliver the material (95.8%). This indicates that the training has been designed and implemented effectively according to the needs and expectations of teachers in today's digital era.

Participants' understanding of the basic concept of *Wordwall* media was also in the very high category (92.8%). They can understand this medium's functions, features, and benefits as a learning tool. The teacher's ability to implement *Wordwall* into the learning process is also relatively high, with a score of 85.4%. Meanwhile, the skill aspect in using digital media generally reached 81.2%, indicating increased digital literacy skills after participating in the training. These results confirm that this training has improved teachers' competence in developing interactive and innovative learning by utilizing digital technology.

*Wordwall* is one of the web-based interactive learning media that offers various types of educational games such as quizzes, random wheels, matchmaking, and crossword puzzles. This media allows teachers to create a more enjoyable and participatory learning atmosphere (Putra & Wulandari, 2021). The use of *Wordwall* in this training is a creative solution to encourage teachers to be more digitally literate, as well as to answer the challenges of 21st-century learning that prioritize critical thinking, communication, collaboration, and creativity skills (Bialik & Fadel, 2015).

This training is also in line with the opinion of Warsita (2016) that the development of information and communication technology-based learning media (ICT) can increase the efficiency and effectiveness of the teaching and learning process. In addition, teachers who master interactive learning media will be better able to adapt their teaching approach to the characteristics of today's students who are part of the digital native generation (Prensky, 2010).

The effectiveness of the training activity on making *Wordwall learning media* at SMPN 3 Sumber as a creative solution in the digital era was also strengthened through interviews conducted with several training participants. This interview aims to determine their impressions and experiences directly after participating in the training. **Mrs. Titi, an English teacher**, said that: "This training has helped me a lot in adapting learning to the needs of current students. *Wordwall* is easy to use and can increase student engagement,

especially in vocabulary and grammar exercises. I feel more confident in using technology in learning after participating in this training." as well as the opinion of **Mrs. Lenggah, a Science Teacher**, stated that: "As a science teacher, I am very helped by the existence of *Wordwall* because I can insert quizzes or games that make students more enthusiastic about learning. Usually, children are less interested in the material, but since I tried using *Wordwall*, they have become more enthusiastic. This training opened up my new insight into the variety of digital learning media," continued Mrs. Fatreni, a Mathematics Teacher, who argued: "I am one of the teachers who are not very familiar with technology, but with this training, I am more daring to try. *Wordwall* can be used to make math problem exercises through interesting games. This helps students understand concepts in a fun way."

This finding is in line with Wahyuni's (2020) opinion that the use of interactive digital media such as *Wordwall* can create a more interesting learning atmosphere and significantly increase student learning motivation. Learning media based on interactive games allows *student-centered* learning, making students more active, engaged, and motivated to understand the subject. The three speakers described how the training not only improved their understanding of the use of *Wordwall* media but also increased their motivation to innovate in the classroom.

In general, this training shows that through community service through digital-based training, teachers can gain new knowledge and practical skills that can be directly applied in learning. *Wordwall* training is expected to be one of the alternative solutions in improving the quality of technology-based learning in the SMPN 3 Sumber environment and encouraging teachers to continue to innovate in utilizing ICT as part of an effective learning strategy.

In the implementation of an activity, of course, various aspects need to be evaluated to determine the effectiveness, efficiency, and extent to which the goals of the activity are achieved. This evaluation is important to be carried out both by the organizing committee and by the teachers participating in the training as a material for reflection for future improvements. Here are some of the obstacles and notes that need to be fixed or improved:

#### **For the Committee**

The preparation stage is an important foundation in ensuring the smooth implementation of training. In this case, the preparation of the jobdesk for each person in charge needs to be done in a more structured manner so that no task is missed. Each member

also needs to clearly understand their roles and responsibilities during the implementation of the activity. Coordination between teams must be strengthened, both through regular meetings and active communication outside of official forums. Setting deadlines for each task will also help maintain a work rhythm and ensure all preparations are completed on time. At the implementation stage, several technical matters need to be considered in the future. For example, there is a discrepancy between the implementation of the event and the rundown arrangement made, as well as the delay in starting the activity because some participants arrived late. In addition, an unstable internet connection caused the login process to the *Wordwall platform* to experience obstacles. Technical facilities such as projectors also experienced disruptions that affected the smooth delivery of materials. In the future, device trials and activity simulations need to be carried out before implementation so that technical disruptions can be minimized.

### **For the Teachers Participating in the Training**

Some teachers still face challenges in terms of accessibility to technology. Not all participants are familiar with the use of interactive media such as *Wordwall*, especially for those who are not used to using digital-based tools in the learning process. In addition, skills in operating digital platforms are still an obstacle for some teachers. Difficulties in understanding the interface and features of *Wordwall*, as well as in creating interactive quizzes according to the characteristics of learners, demonstrate the importance of advanced training or post-training technical guidance. No less important is a slow or unstable internet connection, which is the main obstacle in online-based activities. This condition affects the speed of access to the *Wordwall platform* and interferes with the smooth training process.

As a form of sustainability of this training, many strategic steps can be taken, including: Providing continuous technical support through discussion forums or periodic mentoring for teachers, Development of interactive teaching materials based on *Wordwall* as an alternative to formative assessments that are fun and effective, Monitoring and evaluation of the implementation of the use of digital media in classroom learning, Additional training gradually, especially for teachers who are still needs to be strengthened in digital skills, as well as giving appreciation to teachers who have succeeded in implementing *Wordwall* creatively as a form of motivation and recognition for their efforts in innovating in the classroom.

With systematic reflection and follow-up, the training on making interactive learning media using *Wordwall* is expected to be a momentary activity and part of a continuous positive change in the learning process at SMPN 3 Sumber.

## CONCLUSION

The training on making learning media using *Wordwall learning media* at SMP Negeri 3 Sumber has been successfully implemented as a creative solution in facing the demands of learning in the digital era. Based on the evaluation results, the training showed a significant positive impact, with 96% of participants expressing satisfaction with the overall training. The teachers gave high appreciation to the training material (96%), the learning media used (90.6%), and the instructor's ability to deliver the material (95.8%). Participants' understanding of the basic concept of *Wordwall* media was in the very high category (92.8%), showing the effectiveness of training in improving teacher competence. A training approach that combines andragogy methods, interactive lectures, demonstrations, and hands-on practice has proven effective in helping teachers develop interactive learning media creation skills.

This training successfully answered learning challenges in the digital era by providing concrete solutions using *the Wordwall* application as a dynamic, interactive, and fun learning medium. Through this training, SMP Negeri 3 Sumber teachers have gained new skills in designing formative assessments that are more effective and tailored to the characteristics of students in the digital era. Using interactive learning media such as *Wordwall* can also create a more interesting learning atmosphere and increase student involvement in the learning process. For similar training in the future, it is recommended that practice and exploration sessions be given a wider time, including post-training follow-up mentoring sessions. In addition, it is important to provide a forum for sharing good practices between teachers so that the innovations that have been developed can inspire each other and continue to be developed sustainably.

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