WORKSHOP RE-DESIGN PEMBELAJARAN DIGITAL INTERAKTIF DAN MENARIK GURU SEKOLAH DASAR DENGAN PLATFORM WHEEL OF NAMES DAN WORDWALL

WORKSHOP ON RE-DESIGNING INTERACTIVE AND ENGAGING DIGITAL LEARNING FOR ELEMENTARY SCHOOL TEACHERS WITH THE WHEEL OF NAMES AND WORDWALL PLATFORMS

Aan Yulianto[1*], Sofyan Suri[2], Kania Dwi Destiani[3], Trissa[4], Tri Lita Utami[5], Komar[6], Yuli Sri Wulansari[7], Ela Nurlela[8], Syifa Fitriani[9], Hanjas Prasetya[10], Juwendi[11]

[1,3,7,8] Pendidikan Guru Sekolah Dasar, Institut Pangeran Dharma Kusuma, Indramayu
[2,6,9] Pendidikan Ekonomi, Institut Pangeran Dharma Kusuma, Indramayu
[4,5] Pendidikan Biologi, Institut Pangeran Dharma Kusuma, Indramayu
[10,11] Pendidikan Sejarah, Institut Pangeran Dharma Kusuma, Indramayu

E-mail correspondence: aanyuliyanto16@gmail.com

Abstrak: Pelaksanaan pembelajaran di era digital menuntut guru terus berinovasi dalam mencari alternatif pembelajaran yang menarik. Beberapa platform digital yang dapat digunakan adalah *Wheel of Names* dan *Wordwall*. *Workshop* penggunaan platform *Wheel of Names* dan *Wordwall* diselenggarakan Mahasiswa Institut Pangeran Dharma Kusuma melalui kegiatan pengabdian yaitu Kuliah Kerja Mahasiswa di Desa Pondoh, Juntinyuat, Indramayu. Kegiatan ini berkolaborasi bersama Dosen PGSD yang memiliki keahlian bidang literasi digital dan pembelajaran digital. Tahapan awal kegiatan dilaksanakan dengan berkoordinasi dengan pihak sekolah. Tahap pelaksanaan yaitu dengan pelatihan penggunaan platform *Wheel of Names* dan *Wordwall* melalui workshop yang bertema *Design Interactive and Exciting Digital Learning Activities*. Peserta sebanyak 10 Guru SD diberikan kesempatan untuk menyimak dan mempraktikkan secara langsung bersama narasumber tentang implementasi pembelajaran digital khususnya menggunakan platform *Wheel of Names* dan *Wordwall*. Evaluasi pada kegiatan ini yaitu dengan menggunakan kuesioner dengan bantuan Google Form setelah *workshop* dilaksanakan. 87,5% Guru merasa puas dengan w*orkshop* pembelajaran digital dan merasa terbantu dalam merancang evaluasi pembelajaran digital serta sangat inovatif sehingga terdorong untuk mencobanya. Meskipun demikian 37,5% guru masih merasa kesulitan mempraktikkan platform digital. Dengan demikian, melalui serangkaian kegiatan *workshop* pembelajaran digital diharapkan pendidik dapat mengimplementasikan pembelajaran digital dengan mudah dan efektif.

Kata Kunci: *Workshop*, Pembelajaran Digital, *Wordwall, Wheel of Names*

Abstract: *Implementing learning in the digital era requires teachers to continue to innovate in looking for interesting learning alternatives. Some digital platforms that can be used are Wheel of Names and Wordwall. The workshop on using the Wheel of Names and Wordwall platforms was held by students from the Pangeran Dharma Kusuma Institute through service activities, namely Community Service*

Program in Pondoh Village, Juntinyuat, Indramayu. This activity collaborates with Elementary School Teacher Education Lecturers who have expertise in digital literacy and digital learning. The first stage of activities was carried out in coordination with the school. The implementation stage is training in using the Wheel of Names and Wordwall platforms through a workshop with the theme Design Interactive and Exciting Digital Learning Activities. Participants as many as 10 elementary school teachers were allowed to listen and practice directly with resource persons regarding the implementation of digital learning, especially using the Wheel of Names and Wordwall platforms Evaluation of this activity is by using a questionnaire with the help of Google Form after the workshop is held. 87.5% of teachers were satisfied with the digital learning workshop and felt it was helpful in designing digital learning evaluations and was very innovative so they were encouraged to try it. However, 37.5% of teachers still find it difficult to practice digital platforms. Thus, through a series of digital learning workshop activities, it is hoped that educators can implement digital learning easily and effectively.

***Keywords:** Workshop, Digital Learning, Wordwall, Wheel of Names*

INTRODUCTION

The development of the 21st century is marked by the use of information and communication technology in all aspects of life, including the education process (Pratiwi, Sulistyaniningsih, & Rahmawan, 2018). One of them is by utilizing digital literacy through thematic learning as an effort to grow and strengthen the character education of elementary school students with digital literacy-based learning (Pentianasari, Amalia, Fithri, & Martati, 2022). Learning is a process of interaction between educators, students and learning resources in a learning environment which aims to achieve educational goals such as attitudes, knowledge and skills for students (Yuliyanto, Farikhin, Sofiasyari, & Rogibah, 2023). Entering the 21st century requires learning to continue to develop towards digital learning. Digital learning by itself will bring dramatic positive change to everyone, regardless of other social and individual factors. An instrumental approach might also suggest that digital learning can be used to magically transform learning, if implemented correctly (Warschauer, 2007).

With the development of digital learning, we cannot avoid using technology in our daily lives. Technological developments in the current era of globalization are very rapid. This requires all parties to make changes in all our activities. Teachers are no exception so they are able to follow these changes in improving the quality of teaching and learning activities. In the 21st century which has entered the digital era, all fields including education have adapted to technology. The existence of the internet and connected smartphones means that everything, including learning, can be accessed in the palm of your hand. Teachers in the

digital era are faced with very rapid changes such as digitalization in learning, preparing the best graduates who have various skills and competencies that are much needed in the current and future digital era, starting from character, reading, and writing literacy to digital literacy which is, of course, the next generation Z today is different from schools before the digital era (Sitompul, 2022). In the digital era or information era, science and technology are developing rapidly. This development has the impact of increasingly opening up and spreading information and knowledge to and from all over the world across distance boundaries (Nana & Surahman, 2019).

Besides that, social media is an inseparable part of digital native students. Elementary school children are more interested in learning with interactive learning media which is more interesting than conventional learning from textbooks. Learning using textbooks makes it difficult for elementary school-age children to concentrate because of the large amount of material, less interesting books and lack of interaction. Audience analysis shows that students prefer learning using a visual style compared to verbal and auditory styles. Technology analysis shows that students' interest in learning using videos has the highest percentage (89.9%) compared to games (68.4%) and Learning Management Systems (78.9%). Critical incident analysis obtained information regarding students' enjoyment of online learning (74.5%), students' understanding of online learning (36.8%), and students' desire to continue learning with online learning (15.8%). Print media shows that all students have their own cell phones (100%) and have internet access (86.8%) but only 52.6% of students have easy access to the internet (Susila, Qosim, & Rositasari, 2020). In the era of digitalization, educators are required to implement digital learning. The reality found in the field from the results of the supervision carried out by the author at Pondoh 01 Elementary School, Juntinyuat District, is that there is still a lack of ability to design digital learning media that produces quality learning, resulting in the implementation of learning not being as expected and decreasing student learning outcomes. Based on the needs analysis, a solution is needed to facilitate students in learning according to their needs and in line with developments in their era. Therefore, students collaborated with Elementary School Teacher Education lecturers to initiate a digital learning workshop to encourage the implementation of digital learning for elementary school teachers.

The Education Workshop can be interpreted as a group learning activity that occurs between a number of Education officers who are solving problems through conversation and working in groups or individually (Situmorang, 2020). Displaying quality learning in schools is an obligation for teachers. Teachers who can display quality learning are professional. The

professional teacher is a teacher who is able to deliver appropriate learning material according to students' needs (Maskomal, 2020). Educators are required to be able to be creative in using all learning media so that students do not quickly get bored of receiving learning. Especially in a digital era like this, educators must be creative in presenting their learning. Some applications that can be used to create interactive learning media are Wordwall and Wheel of Names. This platform can be used to create learning media such as quizzes, matching, pairing pairs, anagrams, random words, word searches, grouping, lottery and so on. What's more interesting is that apart from users being able to provide access to the media they have created online, they can also be downloaded and printed on paper. Wordwall is an application that can be used as a learning medium (Sari & Yarza, 2021). This platform provides 18 templates that can be accessed for free and users can easily change one activity template to another. Teachers are the spearhead of education who are in direct contact with students (Purnamasari, Rahmanita, Soffiatun, Kurniawan, & Afriliani, 2020).

Based on the implementation team's observations, the use of website-based applications, namely Wordwall and Wheel of names at Pondoh 1 Elementary School, Juntinyuat District, is still rarely used, and teachers' ability to use digital-based media is still low. Through digital learning workshop activities using this website, it is hoped that teachers can utilize digital platforms to improve student competence, provide motivation and attract student interest in learning. Interesting and innovative learning media like this can reduce students' feelings of boredom during classroom learning which aims to improve student learning outcomes. Digital literacy is expected to motivate teachers to become technologically literate and as an effort to encourage students to read and study diligently (Saribumi Pohan & Suparman, 2019). Thus, the aim of this service is to increase digital literacy and teachers' abilities in designing digital learning in elementary schools through digital learning workshops.

METHODS OF IMPLEMENTING ACTIVITIES

This workshop was carried out using lecture methods, demonstrations and direct practice by participants. The performance indicator determined is the increasing ability of elementary school teachers in implementing digital learning media in the classroom. The aim of this community service is to increase digital literacy and the ability to design digital learning for elementary school teachers in the classroom. This workshop was held at Pondoh 01 Elementary School, Juntinyuat District, located in Pondoh Village, Juntinyuat District, Indramayu Regency. This activity will be held on December 19 2023 from 09.00 to 12.00

offline. The implementation process contains three stages, namely: 1) Preparation Stage: Preparation for socialization and licensing to the school as well as coordinating with the teacher/homeroom teacher who is the target of the activity. Followed by preparation of questions in the questionnaire; 2) Implementation Stage: Implementation of workshops in schools with resource persons and participants by exploring the use of the wordwall and wheel of names platforms as alternatives in evaluating digital learning in the classroom. Explaining the weaknesses and strengths of the wordwall and wheel of names platforms, and practicing making interactive digital learning evaluations for students, then continuing with a question and answer session with participants regarding the obstacles faced during direct practice; 3) Final Stage: Distributing an online questionnaire using Google Form to evaluate the implementation of digital learning workshop activities according to participant responses. After the results of the questionnaire regarding the results of the workshop evaluation were obtained, it was continued with the analysis of the evaluation results and preparation of activity reports and started compiling service articles that referenced data from the research results that had been collected.

RESULTS AND DISCUSSION

This digital learning workshop was carried out by introducing two platforms such as Wheel of Names and Wordwall for elementary school teachers to be able to implement digital learning easily. Wheel of Names is a platform for creating sweepstakes online. The Wheel of Names platform will make it easier for teachers to create draws without using paper and is more interactive for students. Wheel of Names is an easy-to-use wheel of fortune tool. This Wheel of Names can be used as a game tool in the classroom in terms of teaching vocabulary. Teachers can use the program as a selection tool by typing students' names on a wheel, or as a context creation tool by typing words or phrases. In addition, this program has a feature of adding images. This is a useful tool for using vocabulary teaching strategies (Mete, Alibaşiç, & Köksal, 2023).

Wheel of Names can be accessed via https://wheelofnames.com/, then teachers can immediately create an online lottery by entering the names of participants or any vocabulary one by one. Finally, the teacher, when all the participants' names have been entered, click share and share the Wheel of Names link and open it in the browser then play it by clicking spin in the middle of the circle. The Wheel of Names will spin and land on the initial letter. When the initial letter appears, as a class we will determine the sound of the letter's name (Caswell, 2022). The Wheel of Names results are shown in Figure 1:
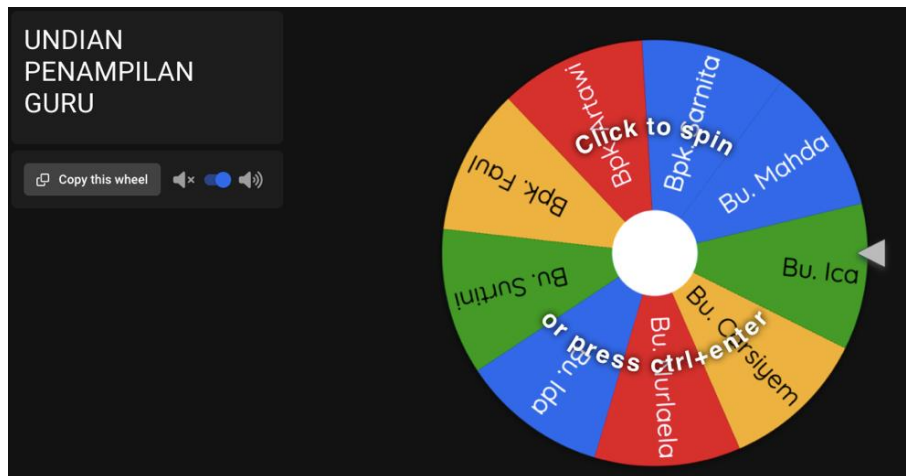
Figure 1. Appearance of the Wheel of Names (Personal Doc. 19/12/2023)

The second platform introduced is Wordwall. Wordwall is an application that can be used as a learning medium, learning resource or online-based assessment tool that is interesting for students. The advantage of this application is that it has many templates that teachers can create to develop into games (Nenohai, Rokhim, Agustina, & Munzil, 2022). The Wordwall platform will help teachers carry out interactive digital learning activities with various interesting game features for students including matching, puzzles, multiple choice, quizzes and memory games as well as other games. Wordwall is able to increase student understanding and engagement in ESL classes (Mazelin et al., 2022).

Wordwall can be accessed via the link https://wordwall.net/. Next, teachers can start creating digital learning activities with wordwall by logging in using an active email, after that teachers can choose which learning activities are appropriate to the topic and learning objectives such as match up options, quizzes or find the match, anagrams and so on. When you have chosen, the teacher can enter questions and answers that have been previously designed. When finished, the teacher can share the learning activity link with students via WhatsApp Group and open it via a browser. Wordwall results are shown in Figure 2:
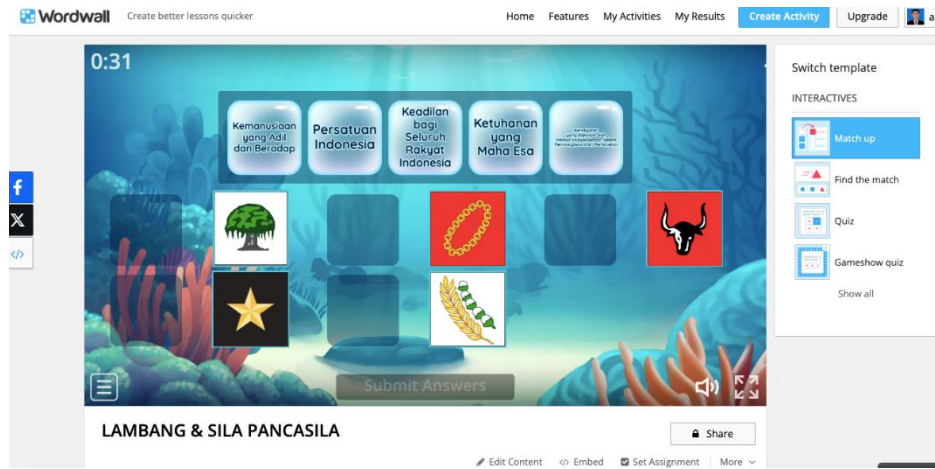
Figure 2. Wordwall results (Personal Doc. 19/12/2023)

Figure 3. Digital Learning Workshop Poster (Personal Doc 19/12/2023)

Workshops can have a positive influence on teacher competence in using learning media (Sulistiani, 2023). During the implementation of this workshop, participants were very enthusiastic about taking part in the briefing, seminar, and workshop, attended by all 10 Pondoh 01 State Elementary School teachers. The following is documentation during the seminar and workshop which is presented in Figures 4, 5, and 6.

Figure 4 Documentation of Workshop Participants (Personal Doc 19/12/2023)

Figure 5 Documentation of Workshop Resource Persons (Personal Doc. 19/12/23)

Figure 6 Documentation with Workshop Participant Resource Persons (Private Doc. 12/19/23)

To find out more about the teachers' responses regarding the workshop on using the Wordwall and Wheel of Names platforms as learning alternatives for conducting evaluations in elementary schools, the organizers distributed questionnaires in the form of Google Forms to the participants. Questionnaires were distributed when the material was completed. The questionnaire contains 4 questions regarding the digital learning workshop program for Pondoh 01 State Elementary School teachers. For more details regarding the summary results of the questionnaire answered by the teachers, you can see the following explanation.

a. The first question asked was "What is your opinion regarding the use of the Wordwall and Wheel of Names website tools as digital learning media?"

Figure 7 Summary of the results of question 1

Judging from Figure 7, the summary results of question 1, it can be concluded that almost all teachers gave positive responses to the running of the digital learning workshop using the Wordwall and Wheel of names websites as digital learning media in schools. And almost all teacher responses were satisfied. It's just that 12.5% of teachers gave dissatisfied responses. Because some teachers are not used to using digital devices so they have difficulty applying the results of the workshop to students. In line with these reasons, digital learning is still not well realized, and there must be adaptation and habituation in online learning (Harahap & Handayani, 2022). Teacher readiness is also a factor in digital learning. Based on the results of research on the implementation of online learning during the Covid-19 pandemic, it shows that the problems in online learning or digital learning are still very complex. Various views and interpretations also emerged from academics regarding the readiness of teachers and students in digital learning (Sukirwan, 2020; Tuzuhroh, 2023)

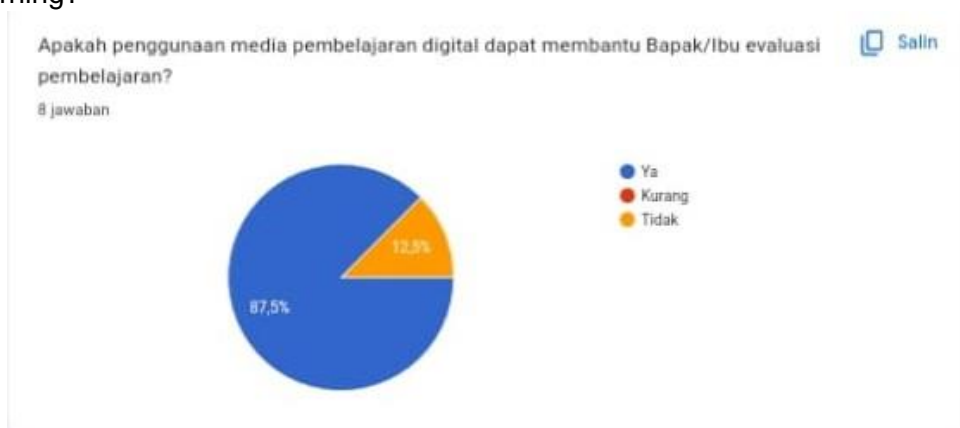b. The second question is "Can the use of digital learning media help you in evaluating learning?"

Figure 8 Summary of the results of question 2

Judging from Figure 8, the summary results of question 2, it can be concluded that 87.5% stated that the use of Wordwall and Wheel of Names media could help teachers in evaluating learning. It's just that 12.5% of teacher responses stated that it was not helpful to use Wordwall and Wheel of Names in learning evaluation. This is due to the use of learning evaluation using Wordwall and Wheel of Names, apart from having advantages, there are certainly weaknesses felt by respondents. The weaknesses of Wordwall and Wheel of Names are what makes it difficult for some teachers to use them as evaluation materials. In using this media, many teachers can apply the results of digital learning because Pondoh

State Elementary School is dominated by young educators and some fail to understand this because there are teachers who don't understand computers and technology to help digital learning at all. Similar findings in different workshops show the obstacles faced by teachers in preparing higher order thinking skills (HOTS) questions in schools. The results of the teacher's answers show that on average teachers still have difficulty using computers to write question grids and question papers (Suharyadi, 2020).

c. The third question is "Using the Wordwall and Wheel of Names applications will be one of your innovations in learning evaluation?

Figure 9 Summary of the results of question 3

Judging from the summary of the results of question 3, it can be concluded that 50% of respondents said that the use of digital devices Wordwall and Wheel of Names as evaluation materials could be one of the innovations for teachers in learning. The more online applications that can be used as new innovations for teachers in learning, the more interesting learning will become for students. It's just that 37.5% of respondents said they would try using the digital tools Wordwall and Wheel of Names first. In the third picture, 50% of teachers responded that they would try first whether students would be enthusiastic when given material with new innovations that had been taught through the workshop because not all students would respond well. Some responded that digital learning is very important to apply to students so that they do not fail to understand the world of digitalization. This research has limitations based on direct experience in the research process, this research uses an online-based application so it requires a smartphone (Agusti & Aslam, 2022).

d. Fourth question "In your opinion, are there any difficulties in using the Wordwall and Wheel of Names applications? If there is, please explain."

Figure 10 Summary of the results of question 4

It can be seen from Figure 10 that in using the Wordwall and Wheel of Names digital devices as evaluation material, 37.5% of respondents stated that using the Wordwall and Wheel of Names digital devices experienced difficulties during the use process, one of the difficulties was because they did not understand information technology. Apart from that, some responses also stated that they did not experience difficulties as much as 50%. In the results of the question using learning media using websites, some teachers responded that using digital learning media was very easy because they were already used to using these devices and there were some who thought that the difficulty was because they were still trying it out and were applying digital media for the first time. Therefore, digital learning needs to be applied to build digital literacy competencies for teachers who have superior human resource characteristics in advancing education in Indonesia (Suryaningsih & Purnomo, 2023).

CONCLUSION

From a series of activities carried out, the organizers can conclude that the digital learning workshop in elementary schools for Pondoh 01 State Elementary School teachers shows that Wordwall and Wheel of Names can help teachers evaluate learning and become one of the innovations in learning. From the answers obtained, it can also be concluded that after participating in the technology workshop activities, teachers began to be able to utilize the existing facilities at the school and apply what they had obtained from the results of the

digital learning workshop activities. By utilizing the internet and existing facilities in schools, it will be easier for educators to increase the effectiveness of both learning and evaluating their learning effectively with the digital platform. The results of the workshop activities are to make teachers understand and able to apply digital learning in the evaluation process, so that the learning and evaluation process can be enjoyed and attract students' enthusiasm for learning. Community service activities through the Community Service Program are still limited to two platforms and only for elementary school teachers. Therefore, there is a need for community service activities that have more impact on various parties and explore various platforms that are easy to access and adapt to by educators.

ACKNOWLEDGEMENT

REFERENCES

Agusti, N. M., & Aslam, A. (2022). Efektivitas Media Pembelajaran Aplikasi Wordwall Terhadap Hasil Belajar IPA Siswa Sekolah Dasar. *Jurnal Basicedu*, *6*(4), 5794–5800. https://doi.org/10.31004/basicedu.v6i4.3053

Caswell, K. (2022). *Universal Transitional Kindergarten Reading and Writing: A Handbook for Teachers* (California State University, Sacramento). Diambil dari https://www.proquest.com/openview/1b2efc7c0713baecf90c124ab2ca84d9/1?pq-origsite=gscholar&cbl=18750&diss=y

Harahap, Y. S., & Handayani, A. T. (2022). Pendampingan Pembelajaran Multimedia Untuk Meningkatkan Kompetensi Pendidik Sd Bintang Pertiwi Di Era Revolusi 4.0. *Prosiding Seminar Nasional Hasil Pengabdian 2022*, (1), 343–348. Diambil dari https://e-prosiding.umnaw.ac.id/index.php/pengabdian/article/view/867/843

Maskomal. (2020). Penerapan Model Pembelajaran Kooperatif Teams Games Tournament melalui Workshop untuk Meningkatkan Kemampuan Guru Di SD Negeri 02 Batu Payuang Kecamatan Lareh Sago Halaban. *Inovasi Pendidikan*, *7*(2), 59–75. Diambil dari http://www.unpcdc.org/media/15782/sustainable procurement practice.pdf%0Ahttps://europa.eu/capacity4dev/unep/document/briefing-note-sustainable-public-procurement%0Ahttp://www.hpw.qld.gov.au/SiteCollectionDocuments/ProcurementGuideIntegratingSustainability.pd

Mazelin, N., Maniam, M., Jeyaraja, S. S. B., Ng, M. M., Xiaoqi, Z., & Jingjing, Z. (2022).

Using Wordwall to Improve Students' Engagement in ESL Classroom. *International Journal of Asian Social Science*, *12*(8), 273–280. https://doi.org/10.55493/5007.v12i8.4558

Mete, F., Alibaşiç, B., & Köksal, B. (2023). Impact of Vocabulary Teaching Approach in Turkish Curriculum on Turkish Textbooks and Use of Technology in Vocabulary Teaching. *Journal of Learning and Teaching in Digital Age*, *8*(1), 124–135. https://doi.org/10.53850/joltida.1179069

Nana, N., & Surahman, E. (2019). Pengembangan Inovasi Pembelajaran Digital Menggunakan Model Blended POE2WE di Era Revolusi Industri 4.0. *Prosiding SNFA (Seminar Nasional Fisika dan Aplikasinya)*, *4*, 82–90. https://doi.org/10.20961/prosidingsnfa.v4i0.35915

Nenohai, J. A., Rokhim, D. A., Agustina, N. I., & Munzil, M. (2022). Development of Gamification-Based Wordwall Game Platform on Reaction Rate Materials. *Orbital: The Electronic Journal of Chemistry*, *14*(2), 116–122. https://doi.org/10.17807/orbital.v14i2.16206

Pentianasari, S., Amalia, F. D., Fithri, N. A., & Martati, B. (2022). Penguatan Pendidikan Karakter Pada Siswa Sekolah Dasar Melalui Pemanfaatan Literasi Digital. *Jurnal PGSD*, *8*(1), 58–72. https://doi.org/10.32534/jps.v8i1.2958

Pratiwi, R. H., Sulistyaniningsih, E., & Rahmawan, F. (2018). Pendampingan Aplikasi Chem Draw untuk Meningkatkan Kemampuan Guru dalam Menerapkan Bahan Ajar Student Centered Berbasis Informatika. *Publikasi Pendidikan*, *8*(3), 186–193. https://doi.org/10.26858/publikan.v8i3.6339

Purnamasari, S., Rahmanita, F., Soffiatun, S., Kurniawan, W., & Afriliani, F. (2020). Bermain Bersama Pengetahuan Peserta Didik Melalui Media Pembelajaran Berbasis Game Online Word Wall. *Abdi Laksana: Jurnal Pengabdian Kepada Masyarakat*, *3*(1), 70–77. Diambil dari https://d1wqtxts1xzle7.cloudfront.net/87673115/490647035-libre.pdf?1655517222=&response-content-disposition=inline%3B+filename%3DBermain_Bersama_Pengetahuan_Peserta_Didi.pdf&Expires=1705984386&Signature=OKD9CPyXqmR71rSyvhzStjbTxzIAX5T3FarK3aF7cSZnUC7pUWNbZh~OayJ9m5IQ7S6Gl7Bmxri-rGQTteZshjgXOnAWeAO7ew6YGyZrqr4uNd9kUHRdGcyfRpzwjjaGCSJM4365L1uGOqFhM0wyVDU47TpMYB8rH-4QI8MOS8FJd4cb3chJfC7Qrh7Kb0BoPxKtG6~obWgMTX-PH3kCzvmQAkQqHEF5S-B-78PHMyGMNYQjYnTE~VkU7eqtgwFRls07orudjz5blH24Q-ay3usA2~Zg1cfAbKM-U6jo6hgm1X1FWeEoOjZk4nNDQaJcNUPGizKKjXLIfbOclxK4Ag__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA

Sari, P. M., & Yarza, H. N. (2021). Pelatihan Penggunaan Aplikasi Quizizz Dan Wordwall Pada Pembelajaran Ipa Bagi Guru-Guru Sdit Al-Kahfi. *SELAPARANG Jurnal Pengabdian Masyarakat Berkemajuan*, *4*(2), 195–199. https://doi.org/10.31764/jpmb.v4i2.4112

Saribumi Pohan, S., & Suparman. (2019). Perspektif Literasi Digital Bagi Guru Sekolah Dasar. *SEUNEUBOK LADA: Jurnal Ilmu-ilmu Sejarah, Sosial, Budaya dan Kependidikan*, *7*(1), 164–178. Diambil dari http://ejurnalunsam.id/index.php/jsnbl/index

Sitompul, B. (2022). Kompetensi Guru dalam Pembelajaran di Era Digital. *Jurnal Pendidikan Tambusai*, *6*(3), 13953–13960. https://doi.org/10.31004/jptam.v6i3.4823

Situmorang, S. M. (2020). Upaya Meningkatkan Kemampuan Guru-Guru Dalam Menetapkan

Kriteria Ketuntasan Minimal Melalui Workshop Di Sd Negeri 081232 Sibolga Tahun Pembelajaran 2018/2019. *Journal Ability*, *1*(1), 11–21. Diambil dari https://pusdikra-publishing.com/index.php/jesa/article/view/9/5

Suharyadi, D. T. P. (2020). Peningkatan Kemampuan Guru dalam Penyusunan Soal Higher Order Thinking Skill (HOTS) melalui Workshop. *Mitra Pendidikan: Jurnal Pendidikan dan Pembelajaran*, *1*(1), 31–60. https://doi.org/10.1128/AAC.03728-14

Sukirwan. (2020). Pembelajaran Dari Rumah: Dari Klasikal ke Digital. *Prosiding Seminar Nasional Pendidikan FKIP*, *3*(1), 267–276. Diambil dari https://jurnal.untirta.ac.id/index.php/psnp/article/view/9947/6459

Sulistiani, I. (2023). Peningkatan Kompetensi Guru dalam Penggunaan Teknologi Informasi Melalui Kegiatan Workshop Penggunaan Teknologi Informasi dalam Pembelajaran di SMA Negeri 12 Samarinda. *EDUCATIONIST: Journal of Educational and Cultural Studies*, *2*(1), 339–351. Diambil dari https://jurnal.litnuspublisher.com/index.php/jecs/article/view/139/146

Suryaningsih, H. A., & Purnomo, H. (2023). Kesiapan Guru Terhadap Literasi Digital Pada Implementasi Kurikulum Merdeka di SD Negeri Sembungan. *Renjana Pendidikan Dasar*, *3*(4), 1–10. Diambil dari https://prospek.unram.ac.id/index.php/renjana/article/view/546/271

Susila, H. R., Qosim, A., & Rositasari, T. (2020). Students' Perception of Online Learning in Covid-19 Pandemic: A Preparation for Developing A Strategy for Learning from Home. *Universal Journal of Educational Research*, *8*(11B), 6042–6047. https://doi.org/10.13189/ujer.2020.082240

Tuzuhroh, M. (2023). Penggunaan Media Pembelajaran di Sekolah Dasar. *PENDAS: Jurnal Pendidikan Dasar*, *1*(2), 18–22. Diambil dari https://ejurnal.mmnesia.id/index.php/PENDAS/article/view/44/33

Warschauer, M. (2007). The Paradoxical Future of Digital Learning. *Learning Inquiry*, *1*(1), 41–49. https://doi.org/10.1007/s11519-007-0001-5

Yuliyanto, A., Farikhin, I., Sofiasyari, I., & Rogibah, R. (2023). *Model-Model Pembelajaran untuk Sekolah Dasar* (A. A. Rochim, Ed.). Purbalingga: CV. Eureka Media Aksara.