

Optimizing English learning in high schools with contemporary learning models using whiteboard animation

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ARTICLE INFO	ABSTRACT
<p>Article history Received: 2024-08-14 Revised: 2024-12-02 Accepted: 2024-12-26 Published: 2024-12-26</p> <p>Keywords English Contemporary Model Happy Learning Whiteboard Animation</p>	<p><i>Traditional approaches often fail to motivate students and cater to diverse learning styles, further compounded by the limited use of modern educational technologies. A community service program was implemented to address these issues, focusing on contemporary teaching models like the Happy Learning approach and the integration of whiteboard animation. This program explores the challenges high school English teachers face in Sidoarjo, Indonesia, concerning student engagement and effective teaching methods. Over one month, 47 high school English teachers participated in workshops and mentoring sessions designed to enhance their skills in these innovative methods. The results showed notable improvements in teachers' confidence and their ability to manage interactive classes. A significant majority found the contemporary models, including Happy Learning and whiteboard animation, to be effective, although some teachers still preferred traditional methods. Whiteboard animation was recognized for its role in clarifying content and engaging students, with many teachers successfully creating their media using various applications. Additionally, teachers preferred integrating game-based learning with whiteboard animation, indicating a shift towards more dynamic and student-centered teaching practices. This program underscores the effectiveness of combining modern teaching models with technology to improve educational outcomes and teacher effectiveness.</i></p>
<p>Kata Kunci Animasi Papan Tulis Bahasa Inggris Model Belajar Kontemporer Pembelajaran Menyenangkan</p>	<p>Optimalisasi pembelajaran bahasa Inggris di sekolah menengah atas dengan model pembelajaran kontemporer menggunakan animasi papan tulis. Pendekatan tradisional sering kali gagal memotivasi siswa dan memenuhi beragam gaya belajar mereka, ditambah lagi dengan terbatasnya penggunaan teknologi pendidikan modern. Sebuah program pengabdian masyarakat diterapkan untuk mengatasi masalah-masalah ini, dengan fokus pada model pengajaran kontemporer seperti pendekatan Happy Learning dan integrasi animasi papan tulis. Program ini mengeksplorasi tantangan yang dihadapi oleh guru Bahasa Inggris di sekolah menengah atas di Sidoarjo, Indonesia, terkait keterlibatan siswa dan metode pengajaran yang efektif. Selama satu bulan, 47 guru Bahasa Inggris di sekolah menengah atas berpartisipasi dalam lokakarya dan sesi mentoring yang dirancang untuk meningkatkan keterampilan mereka dalam metode inovatif ini. Hasilnya menunjukkan peningkatan yang signifikan dalam kepercayaan diri guru dan kemampuan mereka untuk mengelola kelas yang interaktif. Sebagian besar guru menemukan bahwa model kontemporer, termasuk Happy Learning dan animasi papan tulis, efektif, meskipun beberapa guru masih lebih menyukai metode tradisional. Animasi papan tulis diakui karena perannya dalam memperjelas konten dan menarik perhatian siswa, dengan banyak guru yang berhasil membuat media mereka sendiri menggunakan berbagai aplikasi. Selain itu, para guru lebih memilih untuk mengintegrasikan pembelajaran berbasis permainan dengan animasi papan tulis, yang mengindikasikan pergeseran ke arah praktik pengajaran yang lebih dinamis dan berpusat pada siswa. Program ini menekankan efektivitas kombinasi model pengajaran modern dengan teknologi untuk meningkatkan hasil pendidikan dan efektivitas pengajaran guru.</p>

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INTRODUCTION

The quality of English language education in high schools plays a crucial role in shaping students' language proficiency and future career opportunities (Rajović et al., 2024; Zhang, 2024). Despite its importance, many high school English teachers face significant challenges in engaging students and delivering effective instruction. Traditional teaching methods often fail to address the diverse needs and learning styles of students, resulting in low motivation and poor academic outcomes (Fleming, 2023; S. Li, 2023). Furthermore, the underutilization of modern educational technologies further hampers the creation of a dynamic and engaging learning environment (Campoverde López & López López, 2022; Kalyvaki & Bacimanova, 2023). These challenges underscore the urgent need for innovative teaching strategies that can enhance teacher professionalism and optimize English learning in high schools.

The contemporary models of Happy Learning, integrated with whiteboard animation technology, offer a promising solution to these challenges. The contemporary learning model emphasizes creating a positive and enjoyable learning environment, which is essential for boosting student motivation and participation (Divoll & Lastrapes, 2024; Pratiwi et al., 2023). Moreover, whiteboard animation, as a visual and interactive tool, can make learning content more engaging and easier to understand (Iswahyudi et al., 2023; Wulandari et al., 2024).

Many theoretical studies highlight the importance of student engagement and motivation in successful language learning. Gardner's Socio-Educational Model of Second Language Acquisition emphasizes the role of positive attitudes and motivation in achieving language proficiency (L. Li & Zhou, 2023; Salainti, 2023). Research on the contemporary approach has demonstrated that enjoyable and interactive learning environments significantly enhance student engagement and knowledge retention (Bhakti et al., 2019). Whiteboard animation, as a modern educational technology, has also been shown to improve comprehension and sustain student interest by presenting information in a visually appealing manner (Arif Ranu Wicaksono, 2024; Fadhlurrohman & Bektiningsih, 2024; Lu, 2024).

Despite these positive findings, there is a lack in the application of these principles specifically in high school English education. Many teachers are not sufficiently trained to incorporate innovative teaching methods and technologies into their classrooms (Al-Sindi et al., 2023; Kennedy, 2023; Silva et al., 2023). The same thing is also experienced by high school English teachers in Sidoarjo. Based on the pre-observation, the problems faced by high school English teachers in implementing learning include limited knowledge and skills in designing and implementing interesting and interactive learning, lack of comprehensive understanding of the concept of English learning in the classroom without ignoring the psychological and emotional aspects of students, and limited relevant and creative learning resources. This gap indicates a pressing need for targeted professional development programs that provide teachers with the necessary skills and resources to implement these effective strategies.

Current solutions in high school English education often involve traditional methods that do not adequately engage students (Auerbach, 2012; de Jong, 2019; Engelhardt et al., 2024; Zubair et al., 2024). While some studies have explored the use of interactive technologies and positive learning environments, they often lack a comprehensive approach that integrates both elements. The contemporary learning models, combined with whiteboard animation, address this gap by offering a holistic solution that enhances both teacher professionalism and student engagement (Chen et al., 2022; Hodgson & Wilkie, 2022; Oddone et al., 2019; Tai et al., 2019).

Previous research has shown that creating enjoyable and interactive learning environments can significantly improve student outcomes (Müller & Wulf, 2022; Suprpto et al., 2023; Syahidi et al., 2022). However, many of these studies have not specifically focused on high school English education or the integration of modern educational technologies like whiteboard animation. Therefore, this program aims to bridge this gap by providing a practical application of these theoretical insights in high school English classrooms. This program involves professional development workshops aimed at training high school English teachers in the contemporary learning model and the effective use of whiteboard animation. These workshops will equip teachers with practical tools and techniques to design and deliver interactive and captivating lessons.

This program directly aligns with Sustainable Development Goal 4 (Quality Education), particularly target 4.4, which aims to increase the number of youths and adults with relevant skills for employment and entrepreneurship, and target 4.7, which emphasizes inclusive and equitable quality education that promotes lifelong learning opportunities for all. By equipping teachers with contemporary teaching models and technological skills, this program seeks to enhance the quality of English instruction and better prepare students for global challenges (A, 2019; Carmelin P. Mosa, 2022; Husnutdinov & Gilmanov, 2024; p & Akkara, 2024; Razzaq, 2023).

In conclusion, this community service program aims to bridge the gap in high school English education by implementing and evaluating the contemporary learning model and whiteboard animation. By aligning with SDG 4 and combining theoretical insights with practical applications, the program seeks to provide evidence of benefits for both teachers and students. Addressing these aims contributes to the field of English language education by offering practical solutions to enhance teacher effectiveness and student achievement through innovative teaching methods.

METHOD

This community service program involved 47 participants, all of whom were English teachers at the high school level in Sidoarjo, and was mainly held on the campus of Universitas Muhammadiyah Sidoarjo. The participating teachers had varying teaching experiences, with the shortest being 3 years, and more than half of them had been teaching for more than 10 years. The teachers also came from different affiliations, both from public and private high schools.

This program, which lasts for one month, goes through several stages, namely planning, implementation, and evaluation. Workshops and mentoring methods were used in the implementation stages. These methods aim to introduce the concept of Happy Learning and fun learning strategies. Workshops can include an introduction to the concept of Happy Learning and active learning techniques, the use of whiteboard animation as the educational technology, as well as the development of interesting learning materials. The stages of community service program activities with a focus on planning, implementation, and evaluation.



Figure 1. Community service program workflow

In the planning and preparation stage, the service team identified the needs and objectives of the training and workshop based on an initial analysis of the problems faced by high school English teachers, developed training materials that included the concept of Happy Learning, innovative learning strategies, the use of whiteboard animation, and effective classroom management and prepared resources and facilities for the implementation of the workshop, including selecting a location, procuring equipment, and preparing a schedule of activities.

In the implementation stage, there are workshop sessions designed to provide teachers with the opportunity to practice applying the concepts and strategies learned in real situations. Furthermore, teachers are asked to create whiteboard animation-based teaching materials on selected topics. Next, mentoring activities include direct observation and guidance in the classroom, as well as consultation and discussion sessions to solve problems and evaluate progress.

As for the evaluation, the evaluation method includes feedback from participants, satisfaction surveys, and analysis of the whiteboard animation project included in the customized teaching module. The evaluation results are used to evaluate the success of the program, identify areas for improvement, and develop a follow-up plan to improve the effectiveness of the program.

RESULTS AND DISCUSSION

Teachers' Perceptions

After implementing the workshop and mentoring activities, the service team distributed online questionnaires to the relevant teachers about their impressions after receiving the workshop materials. The results are shown in the following Figures 2, 3 and 4.

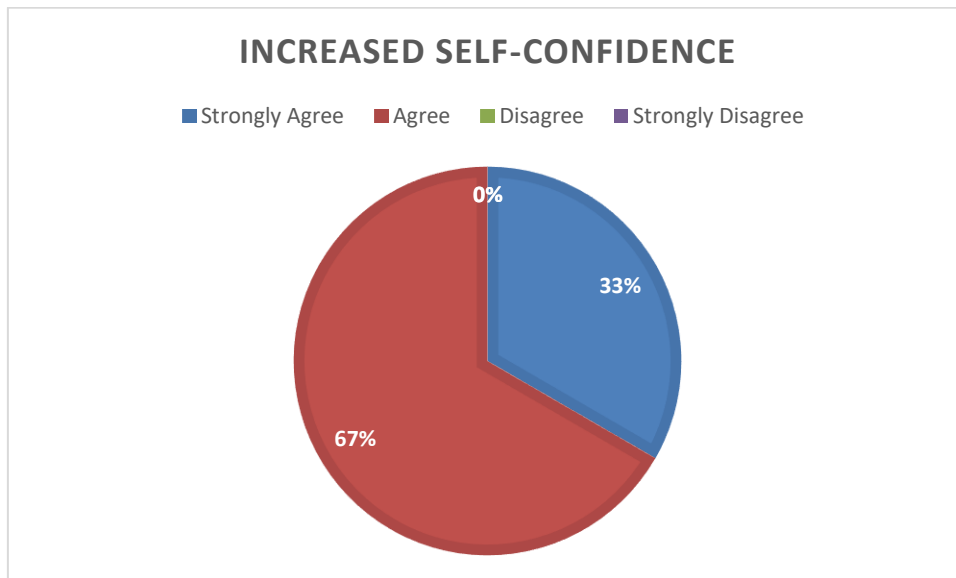


Figure 2. The number of increased self-confident using contemporary learning models

Figure 2 illustrates the opinions of participating teachers who feel more confident in using technology for interactive learning. As many as 67% of participants agree that the material on Happy Learning, contemporary learning models, and the use of whiteboard animation can increase self-confidence during classroom learning. Another 33% stated that they strongly agree. The positive response indicates that these methods help teachers feel more capable and assured in their teaching, leading to more effective and engaging instruction. Confident teachers using innovative methods like Happy Learning and whiteboard animation can create more dynamic and enjoyable learning environments, boosting student motivation and participation.

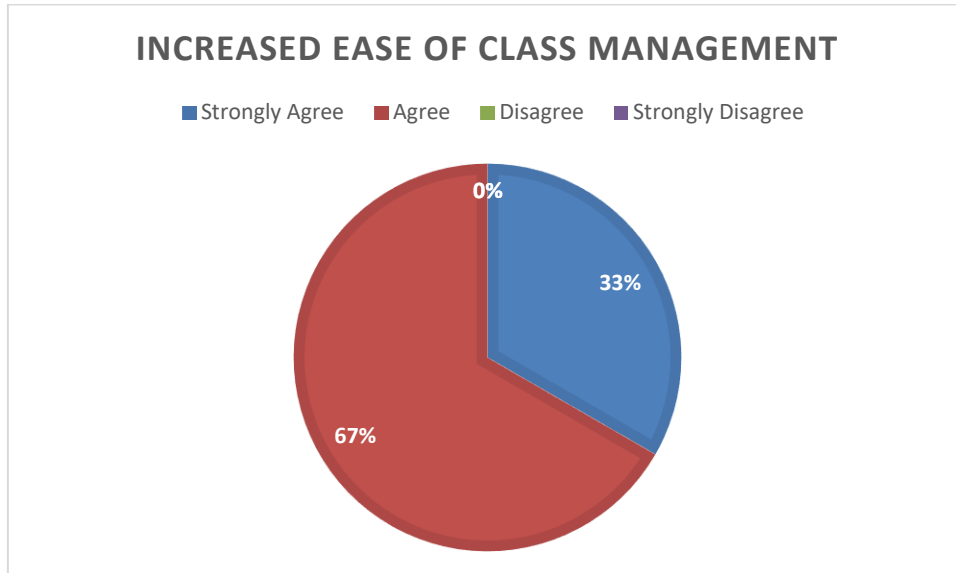


Figure 3. The number of increased ease of class management using contemporary learning models

Figure 3 shows the ease of managing interactive classes. As many as 67% think that managing interactive classes after the program feels easier for them. The other 33% even strongly agree with this statement. No one feels difficulty in managing the class anymore. It indicates that the program effectively equips teachers with the skills and confidence needed to facilitate interactive and engaging classrooms. This improvement can lead to enhanced student participation and motivation, contributing to better learning outcomes.

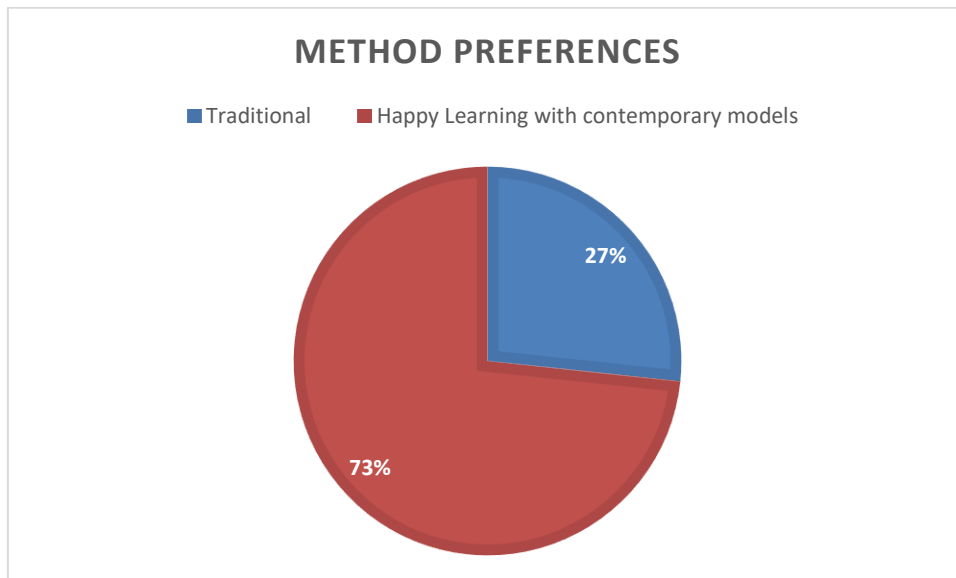


Figure 4. Teachers' preferences using contemporary learning models

Figure 4 illustrates the teachers' preferences after completing the program. As many as 73% believe that the implementation of the Happy Learning concept with contemporary learning models and the use of technology such as whiteboard animation is quite effective. In contrast, 27% of participants still believe that traditional methods are more effective. The implications of this finding suggest that the majority of teachers see the benefits of modern teaching approaches and technology, which can enhance student engagement and motivation. However, a portion of teachers still feel more comfortable with traditional methods, indicating the need for a balanced approach and tailored training to accommodate different preferences and teaching styles. This also highlights the importance of providing adequate support and resources to facilitate the transition to more innovative and effective teaching methods.

Analysis of the Whiteboard Animation Project

From the project of making whiteboard animation carried out by the teachers, several results were obtained. One related to the benefits of the project is described in the following Figure.

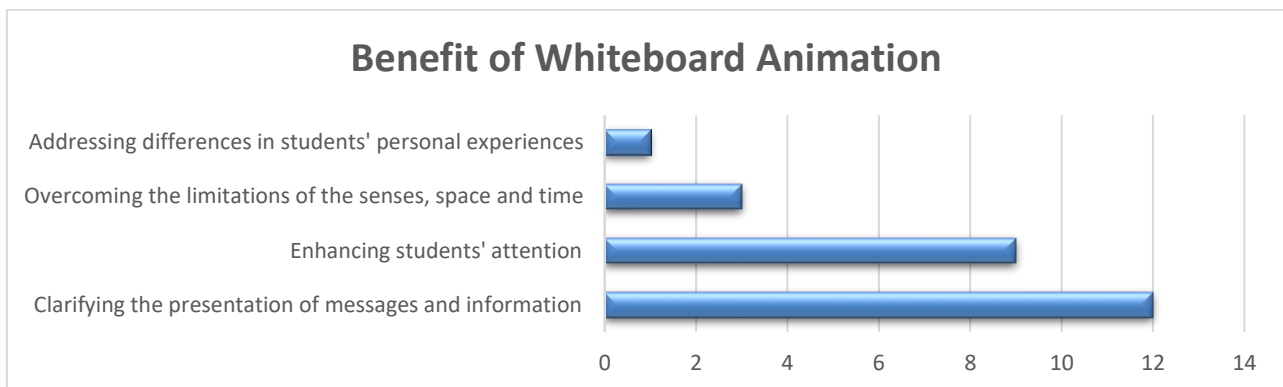


Figure 5. Benefit of white board animation

Figure 5 shows the benefits felt by teachers after utilizing whiteboard animation in their respective classes. 12 participants considered that the media could clarify the presentation of messages and information, 9 participants considered that it could increase and direct students' attention, 1 participant thought that it could overcome differences in students' personal experiences, and 3 participants thought that it could overcome limitations of senses, space, and time. The implications of these findings suggest that whiteboard animation is a valuable tool for enhancing the clarity and effectiveness of teaching. Improving message delivery and student attention can lead to more engaging and comprehensible lessons. Additionally, its ability to address individual learning differences and transcend sensory and spatial limitations highlights its potential to create a more inclusive and dynamic learning environment (Al-Sindi et al., 2023; Bhakti et al., 2019; Suprpto et al., 2023; Wulandari et al., 2024).

Based on the results of the whiteboard animation project analysis, many teachers have succeeded in creating the media independently using various applications such as Benime, Powtoon, Clideo, and Canva. This finding implies that teachers are becoming more adept at integrating technology into their teaching practices, demonstrating increased digital literacy and resourcefulness. This ability to independently create engaging educational content enhances the quality of instruction and allows for more personalized and creative teaching methods. Additionally, the use of diverse applications suggests a growing flexibility and adaptability among teachers, which can lead to more innovative and effective learning experiences for students. Several examples of whiteboard animation media created by teachers are shown in Figures 6 and 7.



Figure 6. White board animation for contemporary learning models

Related to the context or learning topic chosen by the teacher, the majority of teachers choose themes related to writing skills to explain to students using whiteboard animation media. It means that whiteboard animation is seen as an effective tool for teaching writing skills, likely because it can visually illustrate complex writing concepts and processes clearly and engagingly. This suggests that incorporating whiteboard animation in writing instruction can enhance students' understanding and retention of writing techniques, ultimately improving their writing proficiency. Additionally, it highlights the potential for this media to be adapted to other skill areas, promoting diverse and dynamic teaching strategies.

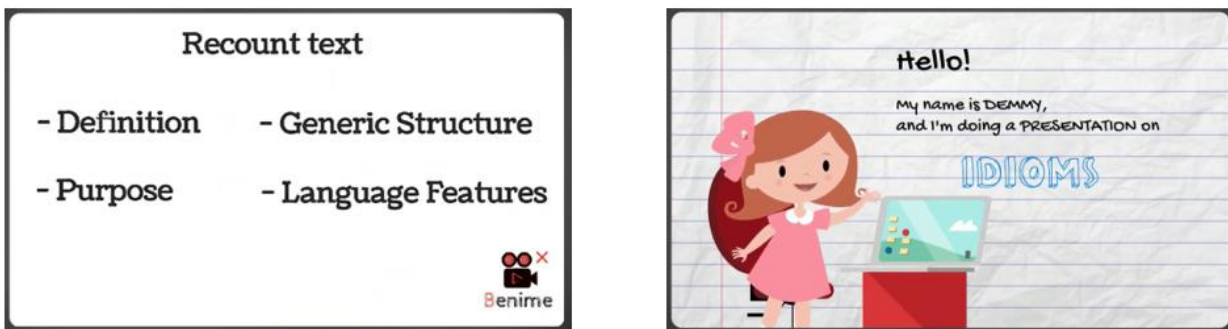


Figure 7. White board animation in writing skills

For the contemporary learning model chosen by teachers when re-arranging teaching modules that are adjusted to the workshop, more teachers prefer to apply game-based learning models to be integrated with whiteboard animation technology. Several participants stated that this is because all students like to play. Learning while playing creates a fun and relaxed atmosphere so that the material is easily accepted by students. Game-based learning makes learning more fun and makes students more active and enthusiastic during learning. This approach aligns with contemporary learning models that emphasize active learning and student-centered instruction. By combining game-based methods with visual aids like whiteboard animation, teachers are adopting innovative practices that cater to diverse learning styles, increase motivation, and foster a more dynamic and effective learning experience (Divoll & Lastrapes, 2024).

CONCLUSION

The workshop and mentoring activities have effectively boosted teachers' confidence in using technology and interactive learning methods. Teachers reported enhanced ease in managing interactive classes and increased confidence in their teaching abilities. The majority of teachers find contemporary approaches, including the Happy Learning model

and whiteboard animation, effective, though a minority still prefer traditional methods. Whiteboard animation has proven valuable in clarifying information, improving student attention, and accommodating diverse learning needs. Teachers' growing ability to independently create such media and their preference for integrating game-based learning with these tools reflect a shift towards more dynamic and engaging teaching practices.

However, while the workshop and mentoring activities have demonstrated immediate success in boosting teachers' confidence and enhancing their skills, the sustainability of these improvements remains unclear. It is essential to evaluate whether teachers continue to integrate contemporary approaches, such as the Happy Learning model and whiteboard animation, into their practices over time. Additionally, understanding the lasting effects of these methods on student engagement and academic performance would provide a more comprehensive picture of their effectiveness. Future studies could incorporate longitudinal evaluations to assess how these interventions influence teaching practices and learning outcomes in the long run, ensuring the scalability and enduring value of such programs.

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