

Mastering English Together: Twinkl Educational Publishing Training for Teachers and Young Learners at KB & TK Al - Madani Malang

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ABSTRACT

This study utilizes Twinkl.com (Twinkl Educational Publishing), an educational platform, to empower teachers and students by providing materials and resources, especially English for your learners (EYL). The methodology follows a service-learning (SL) approach, involving needs assessment, community engagement, curriculum development, teacher training, interactive student sessions, ongoing support, and monitoring. Research findings indicate initial unfamiliarity among teachers with Twinkl.com, but all find it convenient. Successes include increased teacher confidence and student enthusiasm, while challenges involve language English teachers and students' limitations with materials available in English. Overall, these findings show the positive impact of Twinkl.com on early childhood education, promising an enriched and dynamic English learning experience for young learners in preschool and kindergarten.

INTRODUCTION

Many studies have revealed that teaching and learning English for young learners, particularly preschool and kindergarten students, had a very important role in the Indonesian education curriculum, in providing multilingual and cultural diversity contexts in both Indonesian and English (Munandar & Newton, 2021; Poedjiastutie et al., 2021; Zein et al., 2020). The role of this diverse educational learning context is needed by Indonesian young learners to support them with a positive attitude toward learning English in schools. It is because young learners need such instructional approach or methodology that can integrate playful learning through games, storytelling, and any other techniques related to local context such as the combination of both Indonesian and English storybooks for teaching English to young learners.

This community service research focused on the several important issues encountered in English language teaching and learning to preschool and kindergarten students at KB & TK Al-Madani, Malang, an Islamic private school located in a district, Pakis, Malang, East Java. This school is now operating under a foundation, which also running its curriculum. Through the observations before the study was conducted, the school faces some barriers, particularly in the school facilities such as limited IT resources, and inadequate support from any technology used for teaching and learning processes. Moreover, Diverse teachers' backgrounds from psychology and Islamic studies to teachers for elementary school student graduates have also become the main concern as this school normally needs teachers with a background in Early learning education. Furthermore, the absence of Indonesia's national education system (*Dapodik*) also further complicates the educational system run in this school. Therefore, to improve English skills mastery for both teachers and students, this community service research implemented the innovative Twinkl.com platform (Twinkl Educational Publishing) to address gaps in teaching materials and IT capabilities in support of teaching and learning English as well.

In response to the school's need for English language proficiency, particularly in Teaching English for Young Learners (TEYL), this community service project aimed to address the need in the curriculum developed by KB & TK Al-Madani. English as the medium of instruction requires additional support both in terms of materials and effective instruction. Therefore, for both teachers and students, the important of mastering English competence is needed. This is because this can highlight the fundamental part that plays in cognitive growth, communication abilities as well as the prospects gained in the future. More importantly, empowering teachers with well-structured materials developed by famous and trusted platforms like Twinkl.com, especially in foreign language learning, potentially enhances the overall learning experience at KB & TK Al-Madani Malang

The importance of English language proficiency for both teachers and students cannot be overstated (Faez et al., 2021; Hessel & Strand, 2023). Proficient English language abilities enable teachers to deliver dynamic lessons, ensuring effective communication interaction and understanding within the classroom activities (Anggraeni & Rachmijati, 2020; Hawthorne Johnson et al., 2022). For young learners, it is believed that early exposure to English establishes the basis for cognitive growth, enhanced communication skills, and future educational and career opportunities (Efstathiadi, 2019; Lucas, 2023).

To deal with these obstacles and improve the quality of English language teaching and learning, the utilization of Twinkl.com can help boost children's motivation for learning, particularly in English lessons (Arti, 2021). Twinkl.com offers an inventive approach by presenting customizable resources and a range of teaching tools that can be adjusted to the requirements of KB & TK Al-Madani. By integrating Twinkl.com into the school's curriculum, it aimed to enrich the current teaching resources and methods used which then hoped to able to create an engaging learning environment for teachers and students in interactive classes.

Twinkl Educational Publishing

Twinkl Educational Publishing is one of the leading digital education publishers that offers a wide range of educational resources and tools for teachers and parents. Basically, these all resources are designed to support learning across various subjects like Science, Arts, Social, etc, ranging from the age group of early years learners to Year 10 students. Moreover, according to the Twinkl website at <https://www.twinkl.co.id>, there is a notable study conducted by Twinkl which focused on the "Twinkl Little Red Coding Club" app, aimed to investigate young learners aged 4-6 years old engagement and learning with Augmented Reality (AR) application. From this study, Twinkl highlights that this platform's commitment to innovative and interactive educational tools cater to the needs of young learners.



Figure 1. The Twinkl Educational Publishing's Website

Furthermore, one of the advantages of Twinkl's educator network, *ten2*, is powered by the company to focus on the importance of teachers in the educational process. Twinkl mentioned that this network is designed to support teachers in their professional development and provide them with the resources they need to deliver high-quality education for their students. The teachers also offered a range of storybooks and nursery rhymes which are designed to support their early years learners and literacy development. Interestingly, these resources are created by teachers, for teachers, and are intended to be used as professional and engaging teaching tools.

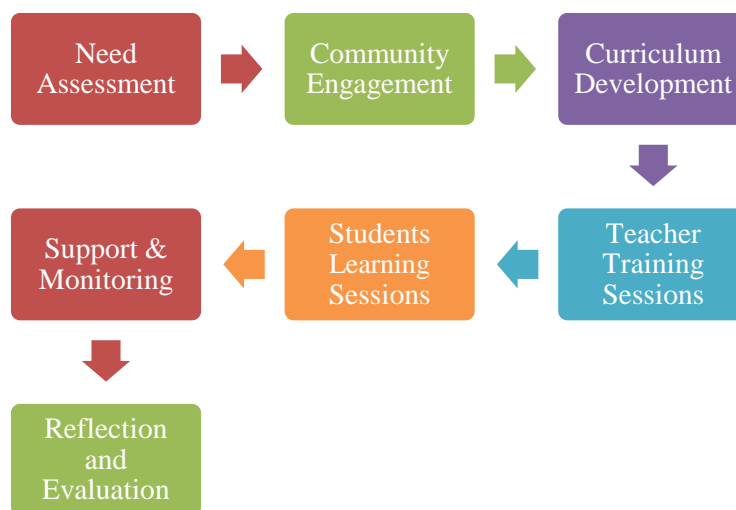
Additionally, Twinkl also provides a range of primary resources for teaching and learning, including lesson plans, worksheets, PowerPoints, and assessment tools, which are aligned with an international curriculum like the Australian Curriculum and designed to support teaching and learning from the foundation in early learners to Year 10 students.

Hence, this community service research at KB & TK Al-Madani Malang aimed to improve English skills mastery through Twinkl.com which has the potential for creative approaches to overcome the challenges and obstacles of teaching English to young learners. The significant outcome of this community service research not only focuses on learning the English language but also sets the stage for future success further improving educational outcomes in the school community.

IMPLEMENTATION AND METHODS

The methodology implemented in this community service-based research was Service Learning (SL). Service learning and educational approach for teaching and learning which integrates the meaningful of community service with academic learning. This method has been effective in engaging communities and such kinds of stakeholders like teachers, school principals, etc. in the involvement for conducting the research, delivering, and acquiring new knowledge, and supporting individuals to take some initiations (Schoonen et al., 2021). Moreover, Resch & Schrittester (2023) stated that service learning is distinguished as a teaching method that connects theory and practice by allowing teachers and students to engage in community service that meets community needs and then reflect on the experience in the class which then gain deeper comprehension and understanding of the course content.

A service learning-based methodology involved a structured process that aimed to enhance English language teaching and learning for teachers, and pre-school and kindergarten students' engagement in community service held in the school. Therefore, the following is the outline of the process utilizing service-learning methodology for this research.



Picture 2. The Seven Steps Developed for Implementing the Service Learning (SL) Method

RESULTS AND DISCUSSION

To implement this service-learning methodology, the researchers developed seven steps that adhere to a comprehensive service-learning approach. These steps included needs assessment, community engagement, curriculum development, teacher training, interactive student sessions, ongoing support, and monitoring, and lastly reflection and evaluation. Therefore, below is a comprehensive explanation of each step.

Needs Assessment

In this step, the researchers conducted an assessment and evaluation of the English language learning condition and needs of the teachers and students at KB & TK Al-Madani Malang through interviews with the teachers. This interview aimed to understand and gain insight into specific learning needs and difficulties this school possibly faced in teaching and learning English effectively and efficiently. Therefore, the researchers found the result that the teachers in this school rarely used English media to teach English to their students in KB & TK Al-Madani. Additionally, the facility for the school is quite limited, with the school only owning an old computer shared among all the teachers for preparing the school materials and the student's computer literacy programs.

Furthermore, based on the interviews, the teachers at KB & TK Al-Madani believed that employing "learning by doing" and "learning by playing" is an efficient approach that teachers have implemented in their teaching and learning process these years. They also emphasized the significance of using worksheets, games, and quizzes as instructional media that support their activities in the class. Therefore, the researchers viewed and observed that Twinkl.com was chosen as the comprehensive solution by providing the necessary support to fulfill the diverse teaching needs at this school, particularly the need for worksheets for teaching the students.

Community Engagement

In the next step, the research team ensured collaboration with stakeholders like teachers the school principal, parents, and the Indonesian Twinkl Country Manager. This collaboration aimed to ensure active participation and consistent support throughout the project's planning and implementation in KB & TK Al-Madani where the community service research was conducted.

Moreover, to enhance the English learning environment for this school, the researchers invested in a one-year Twinkl.com subscription for the school which aimed that both teachers and students' parents could benefit from Twinkl's features and resources whenever they needed without any purchasing. The researchers also collaborated with the Indonesian Twinkl Country manager who played a significant role in this process by providing valuable consultation and assisting teachers in becoming familiar with Twinkl's platform functionalities, particularly in the Indonesian school system context.

Lastly, the researchers recognized the importance of extending the benefits outside the school environment, parents were informed about the freely accessible Twinkl.com accounts for their children. This encouragement aimed to motivate parents to actively engage and support their child's learning outside the regular school hours. Parents also could download and learn the material resources that the school utilized during the teaching and learning process, particularly for English language learning.

Curriculum Development

In this step, the researchers recognized that this school operated its curriculum by combining the national curriculum (Merdeka Curriculum) and the school curriculum, which is mostly an Islamic curriculum, then both the researchers and the teachers discussed developing a customized English language curriculum during the training sessions. This discussion aimed to address the specific needs of the school and its students. Therefore, by accessing Twinkl.com, the researchers and the teachers utilized the resources available to create dynamic lesson plans, learning activities, and assessments and evaluations that align with the school's needs and environment context which were currently going.

During the implementation step of this research, the weekly theme for the students was on the theme of "Living and Non-Living", which then the researchers and teachers adjusted to align with the ongoing learning topic of the school. As this school had already prepared the materials including the projects and assessments worksheets based on their curriculum design for the upcoming years, the integration of Twinkl resources in the curriculum was seamless. Therefore, community service ensured that this school could comprehensively utilize Twinkl's platform to enhance English language education within the school's framework that they developed.

Teacher Training

In the following step, the researchers provided specialized training sessions for teachers with a focus on the efficient utilization of Twinkl's platform as a leading educational publisher for the early years of learning particularly for English language teaching. The researchers organized the workshop that was designed for teachers' teaching skills, emphasizing the interactive teaching methods that integrated with technology and personalized learning techniques with were suitable for the school's self-developed curriculum.



Figure 3. The teachers' Participation in the Twinkl Training

During Twinkl's workshop sessions, teachers had a thorough introduction to the platform and gained an understanding of its features, functions, and potential integration into their daily teaching plans. This workshop session aimed to familiarize the teachers with the wide range of resources available on Twinkl, emphasizing its adaptability to their curriculum which could be different from the national curriculum. The teachers also might adapt various teaching approaches not only for English learning materials but more specifically for all topics taught for the students.



Figure 4. The Teachers' Interactions and Discussions During the Twinkl Workshop Session

Focusing on dynamic and interactive methodologies for young learners, the teachers were introduced to how to browse and select the appropriate resources. The teachers practiced how to operate the school's computer and search how to find lesson plans. Moreover, the teachers also explored innovative strategies that aligned with Twinkl's resources, which then ensured that the lesson plans they chose were suitable and matched with the ongoing lesson plans used by the school. They also ensured that the lesson plans were not only educational but also captivating for preschool and kindergarten students' needs in this school.



Figure 5. The Researchers as Facilitators to Operate the Twinkl Usage

Lastly, teachers also received training on how to customize Twinkl's resources to the specific needs and cultural context of KB & TK Al-Madani. As this school is an Islamic-based school, it was needed for the teachers to integrate the materials such as worksheets that were suitable for the students' religious aspects. This training aimed to empower the teachers to align the Twinkl's material fostering more personalized and culturally relevant to their self-developed curriculum. Moreover, this customization training helped and encouraged the teachers to utilize the school's existing resources combined with Twinkles accordingly to gain effective learning outcomes.

In the following week after the teachers' workshop finished, the researchers organized the interactive English language session for students by utilizing the engaging materials adopted from Twinkl.com that the teachers had assigned to the ongoing of that week's lesson plans. After the researchers and teachers collaborated in the workshops to align the materials with the curriculum, the kindergarten teachers volunteered for two classes and implemented creative teaching methods that incorporated hands-on activities to enrich the learning process using English worksheets.

Interactive Learning Sessions

The two existing kindergarten classes at KB & TK Al-Madani were selected to deliver the learning session in two weeks respectively. Started with the TK B1 class this week and then followed by the TK B2 class the following week. These two classes implemented the same techniques that had been developed during the workshop session. The teachers first downloaded the worksheet from Twinkl's platform then printed it and handed it out to the students in the classes.



Figure 6. Learning Session 1 for TK B1 Students

Starting with the theme of "Living and Non-Living", the teachers started the class by introducing English vocabulary through Twinkl's downloadable worksheets. Then students were grouped, equipped with supplies like glue and scissors, and given the task of working together to complete the worksheet focused on categorizing living and non-living objects. Through their collaborative project, the teachers gave support during the activities for the students who found some difficulties in matching and sorting out the objects.



Figure 7. Learning Session 2 for TK B2 Students

By the end of the learning sessions, students proudly presented their finished worksheets on the classroom board. They also presented their projects in front of the class by naming the objects in English vocabulary guided by the teachers. This method not only made the learning enjoyable but also effectively reinforced the kindergarten students' learning of English skills, particularly in naming some words or vocabulary.

Ongoing Support and Monitoring

During the service-learning step, the researchers found it was important to have effective communication and collaboration between the researchers and teachers in utilizing Twinkl for conducting successful community service-based research in KB & TK Al-Madani. Before organizing students' learning sessions, the researcher collaborated with the teachers to discuss the necessary steps and preparations. Furthermore, the researchers maintained the ongoing monitoring progress through the service-learning process by providing continuous support and assistance needed by teachers and students in the school. For example, the research team provided guidance on Twinkl's usage that could be traced from the website histories. This support involved the regular evaluation of the progress of the teachers' and students' development by providing helpful feedback when required.

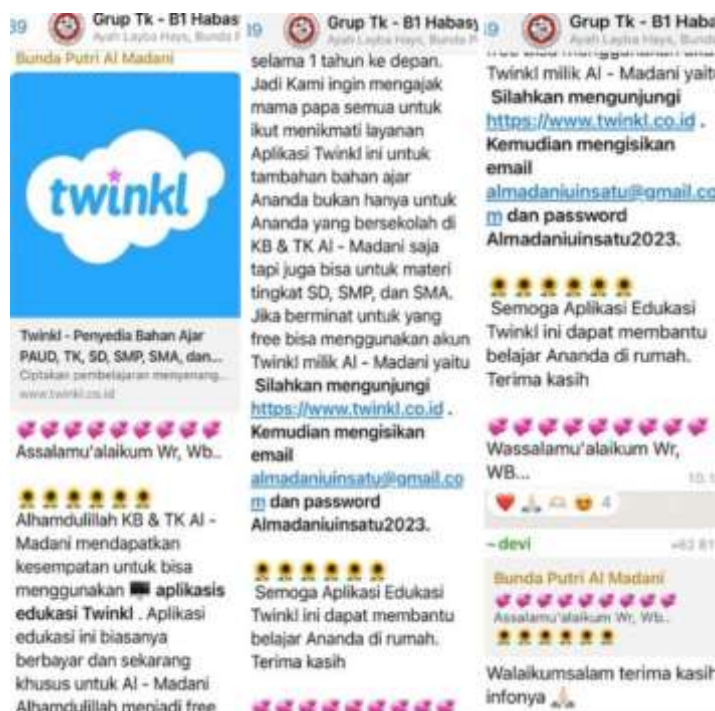


Figure 8. The School Supports the Parents for the Twinkl Account Usage

Furthermore, teacher extended their support to parents, ensuring a comprehensive and cohesive approach to the entire learning process. In this step, the teachers had the role of accommodating the students' parents through the WhatsApp parents' group. The teacher facilitated the parents with free access to Twinkl including guidance on how to use the Twinkl account owned by the school. Through this parent group, the teachers could monitor if any parents required feedback or help.

Reflection and Evaluation

Encouraging reflection sessions among teachers, students and community members which involved parents as well was so important. There was a need to assess the impact of the service-learning project on English language learning, teaching methodologies, and community involvement. During this step, we utilized feedback to enhance the approach and implement necessary improvements. Firstly, the researchers delivered the teachers' feedback through Google Forms in the Indonesian language to help them easily understand the questions, and the outcomes are summarized in detail as follows.

Table 1. The Reflection and Evaluation Questions Given to the Teachers

Q1	How familiar were you with the Twinkl.com platform before this training?
	<i>Half of the teachers indicated unfamiliarity with Twinkl.com, while the remaining fifty percent held a neutral stance.</i>
Q2	How comfortable do you feel using Twinkl.com for your day-to-day teaching in the future?
	<i>All of the teachers mentioned that they find Twinkl quite convenient for their teaching materials.</i>
Q3	Do you feel that Twinkl.com will be able to enhance the quality of teaching in your Kindergarten/Preschool class? Please explain!
	<i>Yes, having a variety of references from Twinkl.com is beneficial. It prevents children from getting bored easily and keeps them enthusiastic about continuous learning. Additionally, for certain topics that require more detailed explanations, interactive visuals or educational games make it easier for the children to understand the analytical concepts.</i>
Q4	Do you feel that Twinkl.com will increase students' interest and participation in learning? Please provide concrete examples if any!
	<i>Yes, students are more enthusiastic about paying attention and receiving learning materials. For instance, they show increased interest in learning about living and non-living things. Additionally, colourful visuals in the form of pictures or graphics make the children happier and more eager to participate in the learning process.</i>
Q5	Do you feel that Twinkl.com has resources suitable for the needs of the Kindergarten/Preschool curriculum? Please provide your opinion!
	<i>Yes, it is quite suitable. Overall, the instructional media, especially the games on Twinkl.com, are suitable for children from elementary school age and above. However, there are also worksheets and assignments that can be used for Kindergarten/Preschool age with slight modifications to the instruction sentences.</i>
Q6	Have you faced any challenges or obstacles while using Twinkl.com in this training? Please explain!
	<i>So far, I haven't encountered any difficulties because I'm still exploring simple materials. Yes, there is a challenge. All materials are currently available only in English.</i>
Q7	Do you have any suggestions or recommendations to enhance the user experience of Twinkl.com in Kindergarten/Preschool classes?
	<i>Hopefully, the instructions for worksheets or games can be simplified. There is a need for videos in Bahasa Indonesia and simpler games for preschool children."</i>
Q8.	Do you feel that training on the use of Twinkl.com would be beneficial for you?
	<i>All of the teachers stated that they found the Twinkl training to be useful for them.</i>

Dissemination of Findings

The research findings obtained from the community service-based research at KB & TK Al-Madani highlighted the impact of integrating Twinkl as educational publishing into English language teaching and learning mastery for preschool and kindergarten students.

Analysing Table 1, which started from question 1, showed that half of the teachers indicated unfamiliarity with Twinkl as the educational platform that they had not applied before while the remaining fifty percent were neutral. This finding showed that the teachers were lack of familiarity with Twinkl's platform which might reflect the need for comprehensive training and support to ensure the effect of utilization of educational settings which then it had already been covered through the teachers' training workshops.

Then based on question 2, all the teachers mentioned that they found Twinkl was quite convenient for their teaching materials. It was assumed that these positive responses indicated that despite the initial unfamiliarity that teacher had, they thought that Twinkl was a valuable resource for their daily teaching needs and resources. The teachers also thought that the convenience of Twinkl for accessing teaching materials provided its potential to support and enhance the teaching practices of the preschool and kindergarten students in KB & TK Al-Madani.

Moreover, in question 3, the teachers expressed positive responses to the potential of Twinkl's features to enhance the quality of their teaching and learning in the classes. The teachers also believed that the benefits of having a variety of references provided by Twinkl could prevent the students from getting bored easily and keep them enthusiastic during the class learning session. Moreover, the interactive educational games provided by Twinkl showed that this facilitated the teachers' understanding of analytical concepts. Therefore, this suggested that Twinkl has the potential to enhance the teaching and learning experiences for young learners by providing engaging and diverse educational resources particularly games that could be easily launched from Twinkl's website.

Afterward, question 4 indicated that teachers thought Twinkl potentially increased the students' interest and participation during the learning sessions. The teachers observed that students also were enthusiastic about paying attention and learning materials, particularly in the topic given, "Living and Non-Living". Moreover, the colourful pictures that the worksheet had successfully made children happier to participate in the learning process. Thus, it is suggested that the using of Twinkl's worksheet could enhance student engagement and motivation through its visually interactive learning materials, such as the printable worksheet.

Next, question 5 showed that the teachers believed that Twinkl offered some suitable resources for KB & TK Al-Madani's curriculum needs. They also noted that instructional media such as games offered by Twinkl were suitable for the students age and above. Additionally, the teachers also highlighted the instruction sentence, worksheet, and assignment on Twinkl suitable for the student's age. Thus, it is suggested that Twinkl could offer flexibility in the materials that meet the school's needs.

Then question 6 showed the teachers' responses dealing with the challenges and obstacles that they faced during the workshop training of the Twinkl. There was a teacher who mentioned that she had not encountered any difficulties because she was still exploring the future of the Twinkl. Another teacher argued that Twinkl's features challenged her, particularly since most of the materials were available in English, as their English backgrounds and skills were also low. From these two conditions, as a community in the schools, each teacher is suggested to support each other by sharing their knowledge with those teachers who might still need some assistance. Therefore, the value and principle of service learning were achieved.

Dealing with suggestions and recommendations, question 7 provided the teachers' feedback to the researchers and Twinkl's published that they hoped the instructions and worksheets or even the game could be simplified. This means there is a need to have such Bilingual worksheets, like the combination of both English and Bahasa Indonesia so that the young learners can easily understand both the worksheets and the games.

The last question in the reflection and evaluation, dealing with the benefits obtained by the teachers during the workshop training on the usage of Twinkl, all of the teachers stated that they found Twinkl's training was so useful. Thus, it is suggested that in the future, providing such workshop training to improve teacher professional development is needed to support the teachers improve their quality in teaching young learners.

9. Successes and Challenges

The findings obtained from the teachers' responses regarding the implementation of Twinkl as educational publishing aligned with the theory of service learning (SL) and community-based research, specifically in the context of early childhood education in English learning. This is in line with Andrée et al. (2020), who stated that enhancing teaching quality and student engagement could be gained by emphasizing the integration of community service principles and academic learning objectives.

Dealing with the challenges and difficulties faced by the teachers such as the language barrier in accessing materials that were only available in English, highlighted the importance of addressing diverse educational needs and promoting inclusivity in service learning. Thus, this finding aligned with Onal et al., (2017) who argued that a collaborative approach to address the community needs and promotes the knowledge that this kind of service-learning project needs to be considered. Moreover, teachers' suggestions to enhance multilingual resources reflected the service-learning principles which focused on engaging

communities and stakeholders in the research process and could address community needs and promote positive social change (Rodríguez-Nogueira et al., 2020).

Lastly, it could be seen through the positive responses given by the teacher dealing with the training session in the use of Twinkl highlighted the value of a comprehensive training program in supporting educators' professional development and enhancing their ability to integrate the educational resources into their pedagogical approach. This is in line with Cheng (2018) who emphasizes the importance of preparing pre-service teachers for teaching practicum and providing them with some practical experiences before conducting their teaching in the future.

Overall, the findings gained from this study through the teachers' responses interviews, and the researchers' observation aligned with the principle of service learning and community-based research highlighting the teaching practice that was supported by Twinkl which finally could enhance students' academic learning that addresses diverse educational needs in the context of teaching English for young learners (TEYL). Then the challenges and recommendations identified by the teachers highlighted the importance of an adaptive collaborative approach that has been conducted during the students' learning sessions at KB & TK Al-Madani where this school integrated digital educational recourses provided by Twinkl and the positive learning outcomes for young learners as shown in the students' learnings process sessions.

CONCLUSIONS AND RECOMMENDATIONS

The community service-based research project conducted at KB & TK Al-Madani Malang has effectively enhanced the English Language learning mastery and experience for the teachers, preschool, and kindergarten students contributed. By utilizing Twinkl as a leading educational publisher that provides such valuable learning material and resources, finally, a dynamic and successful learning environment was established during the students' learning sessions in both TK B1 and TK B2 classes. Finally, this study's implication highlighted the potential of technology in enhancing and mastering language education, particularly in English language learning, and set the stage for future initiatives that focus on enhancing educational outcomes within the community. Therefore, it is suggested to the school stakeholders like the school principal, classroom teachers, curriculum developers, and even parents to share and build a community with the school to gain a successful outcome for the students, particularly in this context the young learners, the preschool, and kindergarten students.

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