Training Future Educators with ClassDojo: Enhancing Students' Engagement and Pedagogical Innovation

Siti Khafifah Shaleh N Cui*, Muharni Sartika Zebua, Erlin Harta Yanti Harefa, Yasminar Amaerita Telaumbanua

University of Nias, Gunungsitoli, Indonesia

*Coresponding Author: ncuikhafifah@gmail.com

Abstract: This community service activity describes the implementation and outcomes of a workshop-based training on the use of ClassDojo for pre-service teachers at the Faculty of Teacher Training and Education (FKIP), Universitas Nias. The training aimed to develop participants' digital teaching competence, particularly in classroom management, student engagement, and home-school communication. Ten participants attended the workshop, which combined live demonstrations, hands-on practice, and collaborative discussions. The training covered account creation, classroom setup, behavior management, student portfolios, parent messaging, and classroom analytics. Data were collected through pre- and post-training questionnaires, observation, and participant reflections. Results showed that all participants successfully completed basic features, while completion rates for advanced features such as messaging and analytics ranged from 70% to 80% due to time and connectivity constraints. The workshop effectively improved participants' confidence and readiness to integrate ClassDojo into their teaching practice, demonstrating that structured, hands-on training can significantly enhance digital literacy among pre-service teachers.

Keywords: ClassDojo; digital literacy; student engagement; teacher training

Abstrak: Kegiatan pengabdian kepada masyarakat ini menjelaskan pelaksanaan dan hasil dari pelatihan berbasis lokakarya mengenai penggunaan ClassDojo bagi mahasiswa calon guru di Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Nias. Pelatihan ini bertujuan untuk mengembangkan kompetensi mengajar digital peserta, khususnya dalam manajemen kelas, keterlibatan siswa, dan komunikasi antara rumah dan sekolah. Sebanyak sepuluh peserta mengikuti lokakarya ini, yang memadukan demonstrasi langsung, praktik langsung (*hands-on*), dan diskusi kolaboratif. Materi pelatihan mencakup pembuatan akun, pengaturan kelas, manajemen perilaku, portofolio siswa, fitur pesan kepada orang tua, dan analisis kelas. Data dikumpulkan melalui kuesioner sebelum dan sesudah pelatihan, observasi, dan refleksi peserta. Hasil menunjukkan bahwa semua peserta berhasil menyelesaikan penggunaan fitur dasar, sementara tingkat penyelesaian untuk fitur lanjutan seperti pengiriman pesan dan analisis laporan berkisar antara 70% hingga 80% karena keterbatasan waktu dan kendala konektivitas. Pelatihan ini secara efektif meningkatkan kepercayaan diri dan kesiapan peserta untuk mengintegrasikan ClassDojo dalam praktik mengajar mereka, menunjukkan bahwa pelatihan terstruktur dan berbasis praktik langsung dapat secara signifikan meningkatkan literasi digital di kalangan calon guru.

Kata kunci: ClassDojo; literasi digital; keterlibatan siswa; pelatihan guru

INTRODUCTION

In the modern era of education, the integration of technology into teaching and learning has become a vital requirement for teachers, especially those preparing to enter the profession. Future educators are not only expected to understand subject

matter and pedagogy but also to be digitally literate and responsive to technological changes in education. As stated by Mishra and Koehler (2006), the TPACK framework emphasizes that effective teaching with technology requires a complex interplay between technological, pedagogical, and content knowledge. Pre-service teachers must be introduced to relevant educational technologies early in their training in order to support the development of 21st-century teaching skills.

One of the digital tools that has been widely adopted in classroom settings across various countries is ClassDojo. It is a free platform designed to improve classroom management, communication, and student motivation. According to Porter (2016), ClassDojo is a user-friendly application that allows teachers to reinforce positive behavior through a point-based system. Students can earn points for demonstrating values such as teamwork, responsibility, or participation, which not only motivates learners but also helps to shape a constructive classroom culture. This is aligned with Skinner's theory of operant conditioning, which states that behaviors followed by positive reinforcement are more likely to be repeated (Skinner, 1953).

Alimisis (2020) explains that ClassDojo supports a student-centered learning environment by enabling students to track their own progress and reflect on their behavior. Through regular feedback, students become more aware of their actions and develop self-regulation skills—an essential trait in modern education. Additionally, Evans and Monroe (2019) argue that ClassDojo is not limited to behavior management but also serves as a bridge for home-school communication. Parents can monitor their child's performance, receive updates from teachers, and actively engage in their child's education.

The benefits of ClassDojo are particularly relevant to pre-service teachers, including students at the Faculty of Teacher Training and Education (FKIP) at Universitas Nias. Many of these students live in boarding houses (kost) and may not have sufficient access to practical teaching environments. Limited facilities, lack of digital training exposure, and minimal direct engagement with classroom technologies often pose barriers to their professional growth. Ratnaningsih and Pramudibyanto (2021) stress the importance of incorporating digital teaching tools in teacher education programs to improve students' confidence and preparedness for real classroom settings. Moreover, Setiawan and Wahyuni (2022) emphasize that training in education technology during pre-service teacher programs can lead to increased adaptability and creativity in lesson planning.

ClassDojo has also been recognized for supporting key components of the Merdeka Belajar curriculum promoted by the Indonesian Ministry of Education and Culture. According to Kemendikbud (2020), the curriculum aims to cultivate independent, innovative, and technology-savvy learners and educators. In this context, the use of platforms like ClassDojo can contribute to student engagement, the development of character education, and the implementation of differentiated instruction—core elements of the Merdeka Belajar approach.

Moreover, digital literacy training through workshops has proven effective in preparing future educators for the digital age. Yulianti et al. (2022) report that practical, hands-on workshops improve students' digital competence and foster positive attitudes toward technology in education. In a similar study, Ramadhani and Nurhayati (2023) found that education students who participated in interactive

platform training demonstrated higher motivation and readiness to integrate digital tools in their teaching.

The training described in this community service activity was initiated in response to the growing need for technological competence among FKIP students at Universitas Nias, particularly those residing in student housing. These students, often balancing academic responsibilities with limited resources, represent a population that would benefit significantly from accessible and practical digital training. By introducing ClassDojo through a structured workshop, this initiative aimed to equip participants with the skills necessary to utilize the platform in their future classrooms. The training not only focused on technical mastery of ClassDojo but also encouraged pedagogical reflection on how such tools can transform learning environments, foster student engagement, and promote communication between teachers, students, and parents.

Ultimately, this community service project served as a capacity-building effort designed to enhance the professional readiness of pre-service teachers in remote or under-resourced settings. With proper guidance and exposure, these future educators are expected to implement innovative, student-centered, and digitally supported teaching strategies in line with national education goals and global teaching standards.

IMPLEMENTATION METHOD

This community service activity was carried out through a workshop-based training model, which emphasized active participation, collaborative learning, and hands-on practice with the ClassDojo platform. The workshop method was selected because it is widely regarded as one of the most effective approaches for equipping participants with practical skills and promoting the transfer of knowledge into real-world settings. According to Joyce and Showers (2002), workshop-based training that includes demonstration, practice, feedback, and coaching is significantly more effective than traditional lecture-based instruction in changing classroom practices.

The training was specifically targeted at pre-service teachers from the Faculty of Teacher Training and Education (FKIP) at Universitas Nias—many of whom reside in boarding houses and have limited access to structured practicum experiences. The workshop aimed to provide them with digital teaching competencies, particularly in using ClassDojo to manage classrooms, enhance student motivation, and communicate effectively with parents. Garet et al. (2001) highlight that professional development programs that are sustained, content-focused, and include opportunities for active learning are more likely to yield improvements in teachers' knowledge and instructional practice.

The implementation process followed three interconnected stages: preparation, training delivery, and evaluation. In the preparation stage, the organizing team designed a training curriculum tailored to the participants' needs. The curriculum included modules on the educational functions of ClassDojo, such as its point-based behavior system, student portfolio features, parent-teacher communication tools, and classroom analytics. Coordination was also carried out with faculty stakeholders to ensure the training aligned with the educational goals of FKIP. Borko (2004) suggests that well-structured professional development must be context-specific and responsive to the learners' backgrounds to be truly impactful.

Participants were asked to complete a pre-training questionnaire designed to assess their baseline familiarity with educational technologies, particularly ClassDojo. This diagnostic assessment allowed facilitators to adapt the workshop content dynamically. Desimone (2009) explains that needs-based customization of training helps increase its relevance and effectiveness, especially for adult learners.

The core implementation stage consisted of an intensive, interactive workshop. The session began with a demonstration of ClassDojo's interface and primary functionalities. Facilitators explained how to create classrooms, register students, assign points for positive behavior, and communicate updates to parents. Participants were then invited to engage in hands-on practice using their own devices. They simulated classroom situations, developed classroom behavior plans, and customized ClassDojo settings to align with their imagined teaching styles. This was consistent with Kolb's experiential learning theory (1984), which emphasizes that learning is most effective when individuals engage in concrete experience, reflective observation, and active experimentation.

Collaborative group work and peer discussions were integral to the process. In small groups, participants discussed potential challenges and strategies for integrating ClassDojo into Indonesian classroom contexts. These reflective discussions promoted critical thinking and peer learning, as supported by Vygotsky's (1978) theory of social constructivism, which states that learners construct knowledge most effectively through interaction with peers and more knowledgeable others.

Following the workshop, the evaluation stage involved a post-training questionnaire to assess the participants' perceptions of the training, their learning outcomes, and their confidence in using ClassDojo. Participants were also invited to share their feedback through short interviews and written reflections. Guskey (2002) notes that evaluating professional development must include multiple data sources—participant satisfaction, knowledge gained, and application readiness—in order to provide a comprehensive picture of its impact.

Overall, the results from participant responses indicated that the workshop effectively enhanced both their technological competence and pedagogical insight. Most participants reported a greater appreciation for the potential of ClassDojo to create a more engaging, communicative, and structured classroom environment. In addition, many expressed intentions to adopt similar tools in their teaching internships or future classrooms. These findings align with Lawless and Pellegrino (2007), who argue that digital technology integration in teacher training can improve not only technical skills but also shape more innovative instructional mindsets.

In sum, the workshop-based implementation of this training initiative proved to be an effective and context-appropriate method for empowering pre-service teachers in a higher education setting. By centering the learning around interaction, reflection, and simulation, the training ensured that participants could internalize both the functional and pedagogical dimensions of ClassDojo, preparing them for more responsive and tech-integrated classroom teaching in the future.

RESULT AND DISCUSSION

The workshop on the use of ClassDojo was attended by 10 participants, all of whom were pre-service teachers from the Faculty of Teacher Training and Education (FKIP) at Universitas Nias. The training session was conducted using a practical and interactive approach, allowing participants to apply each step of the application directly on their own devices. This method was chosen to ensure active engagement and experiential learning throughout the session.

During the training, participants were introduced to the key features of ClassDojo, starting from account registration, classroom setup, behavior management through points, portfolio uploads, to parent communication and classroom report analysis. Each stage was presented with a step-by-step explanation, live demonstration, and direct hands-on practice.

The training involved a division of roles among the facilitators to ensure smooth delivery and support for all participants. Siti Khafifah acted as the main presenter, delivering a comprehensive explanation of the ClassDojo application, including its purpose, key features, and pedagogical benefits. She also guided participants through each step of the platform's usage in a clear and structured manner.

Meanwhile, Muharni Sartika was responsible for organizing the distribution and collection of questionnaires. She provided a pre-training questionnaire to assess participants' prior knowledge and a post-training questionnaire to evaluate their learning outcomes and perceptions. These questionnaires helped the team analyze the effectiveness of the workshop and gather feedback for future improvements.

Erlin Hartayanti served as the technical assistant during the workshop. Her role was to monitor participants throughout the session, identify those who faced technical difficulties, and provide real-time assistance to ensure that no participant was left behind. Her support was crucial in maintaining the flow of the session and helping participants who experienced issues with internet connectivity or navigating the platform.

Through this collaborative effort, the training activity ran smoothly and efficiently. The division of roles allowed for optimal participant support, resulting in a high level of engagement and completion across all stages of the ClassDojo usage. The structured facilitation also fostered a conducive environment for learning and sharing among the participants.

Table 1. Stages of ClassDojo Usage and Participant Completion Rates

No	Name of Participants	Steps of ClassDojo usage	Descriptions	Completion Percentage
1	JP	Account creation and login	Successfully registered and logged in	100%
2	IG	Creating a virtual classroom	Created classroom and named subjects	100%
3	EN	Adding student names and profiles	Created classroom and named subjects	100%
4	ID	Assigning behavior points	Assigned points for student behaviors	90%
5	DA	Customizing class settings and behaviors	Adjusted point categories and preferences	90%
6	BT	Uploading student work in portfolio	Uploaded student tasks to portfolios	80%

7	HL	Using messaging features	Sent sample messages to fictional parents	80%
8	PT	Viewing class reports	Viewed class summary and student progress reports	70%
9	AM	Reviewing classroom analytics	Analyzed student behavior trends	70%
10	DD	Completing all ClassDojo activities	Completed all steps from account to report analysis	100%

From the data above, it is evident that all participants were able to complete the basic steps, such as account creation, class setup, and adding student profiles. However, there was a gradual decrease in the number of participants who completed the more advanced features such as using the messaging system and analyzing reports. The drop in completion was primarily due to limited time during the session and occasional technical issues like unstable internet connections.

Nonetheless, the training can be considered successful in introducing the core functions of ClassDojo and building participants' confidence in using digital classroom tools. According to Joyce and Showers (2002), hands-on workshops with guided practice and immediate feedback are more likely to result in meaningful skill development compared to passive learning formats.

This activity also supports the findings of Ramadhani and Nurhayati (2023), who observed that pre-service teachers show increased enthusiasm and readiness for classroom technology integration when given the opportunity to explore tools in a guided and interactive environment. Feedback collected during the reflective session indicated that participants found the training useful, and many expressed interest in applying ClassDojo during their teaching practicum.

Gambar 1. Training Process

CONCLUSION

The ClassDojo workshop successfully introduced and developed essential digital teaching skills among pre-service teachers at FKIP Universitas Nias. Through a structured, workshop-based approach combining demonstration, hands-on practice,

and collaborative learning, participants gained practical knowledge in setting up classes, managing student behavior, uploading portfolios, communicating with parents, and utilizing classroom analytics.

The majority of participants completed all basic steps, and while some encountered challenges in advanced features due to limited time and technical issues, overall confidence and readiness to integrate ClassDojo into teaching practice increased significantly. This activity highlights the importance of interactive, needs-based digital training for pre-service teachers, especially those in resource-limited environments. Sustaining and expanding such programs can further bridge the gap between pedagogical theory and classroom technology integration, supporting the goals of the Merdeka Belajar curriculum and 21st-century teaching competencies.

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