

The Effect of Nearpod Interactive Media on Learning Motivation of Law Department Students in the Indonesian Language Course

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Abstract:

This study examines the effectiveness of utilizing Nearpod as an interactive learning media in increasing student learning motivation. The research method used is a quantitative method with a pre-experimental design approach. The population of the study were law students who took Indonesian language courses, with a sample of 36 first-semester law students selected using purposive sampling techniques. Data collection techniques include observation, questionnaires, and documentation to obtain relevant data. The results of the study indicate that the use of Nearpod as an interactive learning media significantly increases student learning motivation. This increase in motivation occurs through the use of interesting Nearpod features such as videos, slide shows, interactive games, and time-based activities such as "Time to Climb" and "Fill in the Blank." In addition, this media is able to provide a more enjoyable learning experience and make students more involved in the learning process. Data analysis shows a significant difference before and after the implementation of Nearpod, which strengthens the conclusion that this media is effective in increasing learning motivation. The implication of this study is that Nearpod can be used as an alternative innovative learning media to encourage active student participation in class. This research also provides an important contribution to the development of technology-based learning media in the digital era. Integration of technology in education is a strategic step to increase the effectiveness of teaching in the digital era.

Keywords: *learning media, interactive, nearpod, learning motivation*

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Introduction

Technological developments have had a significant impact on several aspects of life, especially in the field of education. Along with this progress, traditional learning methods are starting to erode. Changing various learning systems to suit the needs and demands of the current era. Additionally, technology facilitates more personalized and customized learning, where students can learn at their own pace and learning style. Digital tools also increase student engagement through more active interactions, such as quizzes and online discussions. One form of online learning is the existence of several learning platforms, namely Nearpod.

Nearpod is a learning support application software. The Nearpod application has many interesting features that can be used to support interactive learning and can be accessed for free by students and teachers from all over without limits of space and time (Raudhatul 2021).

This research focuses on Nearpod, an interactive learning platform that has become an important tool in modern education. As a learning medium, teachers can optimize learning by designing presentations using the text, video, image and quiz features in Nearpod. Nearpod has many interesting features that can be used for learning.

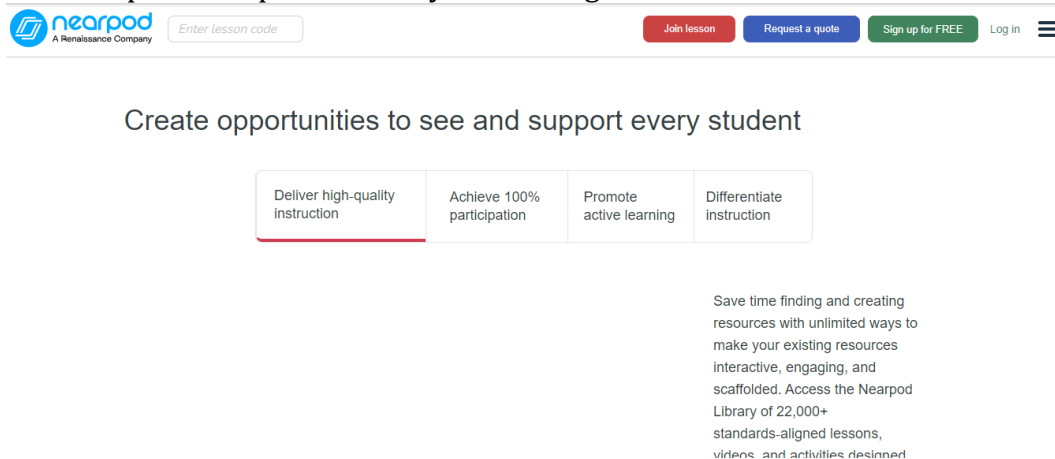


Figure 1. The Nearpod Platform

This research aims to explore how this platform can be implemented effectively in the classroom, as well as its impact on student motivation in learning. Thus, this research can provide in-depth insight into the active role of technology. Using the PBL model assisted by Nearpod can increase interaction between students and teachers and improve critical thinking through displaying problems presented through the interactive features of the website. This learning is certainly in line with the principles of an independent curriculum which emphasizes soft skills, collaboration and the use of digital media (Ratna et al. 2024)

Solutions to increase the effectiveness of learning using the Nearpod platform can be done through several strategic approaches. First, teachers can take advantage of Nearpod's interactive features, such as quizzes, polls, and group discussions, to increase student engagement during the learning process. By presenting material via multimedia—such as videos and images—students will more easily understand the concepts being taught. Additionally, teachers can design learning sessions that are collaborative in nature, where students work in groups to complete projects or assignments, thereby improving their social and communication skills.

Second, the use of Nearpod allows teachers to provide immediate feedback to students. This way, mistakes can be corrected immediately, and students can understand the material better. Third, teachers can integrate gamification elements in learning using

Nearpod, so that the learning process becomes more fun and interesting for students. By implementing these approaches, Nearpod not only becomes a tool, but also creates a more dynamic and comprehensive learning experience. Thus, this platform can significantly improve the quality of education and student learning outcomes in various disciplines

Methods

The method used to determine the relative incidence, distribution and correlation between the variables studied, the approach used is survey research, namely quantitative research with a large or limited population (Sugiyono 2021). To determine the degree of correlation between variables, data collection was carried out using written tests in the form of scientific papers. The independent variable (X) and the dependent variable (Y) are the two variables in this research.

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	X1	Nearpod learning media	X2
Control	Y1	Powerpoint learning media	Y2

Note:

X1: Pre-test experimental group

Y1: Pre-test control group 36

X2: Post-test experimental group

Y2: Post-test control group

The population in this study consists of all first-semester students from the Faculty of Law, totaling 36 students. The research data, presented in numerical form, was obtained through the analysis of pre-test and post-test results given to students from class A and B. These two groups were randomly selected (random sampling) to ensure that the results obtained were representative of the population. The pre-test was administered at the beginning of the study to measure the students' initial abilities or baseline conditions before being exposed to Nearpod as an interactive learning medium. After a series of lessons using Nearpod, the post-test was conducted to determine the final outcome or the extent to which this interactive medium influenced students' motivation and learning outcomes. The use of pre-tests and post-tests allowed the researchers to evaluate the significant differences between the conditions before and after the Nearpod intervention, providing a more accurate picture of the effectiveness of this medium in enhancing students' learning motivation. This study emphasizes the importance of quantitative evaluation in understanding the impact of technology-based learning on students' motivation and academic performance.

Results and Discussion

Analysis of data calculations was carried out using SPSS for Windows Relation 25. Simple Linear Regression Test

The basis for decision making in this simple linear regression test is that if the significant value is <0.05 , it means that variable) (α) of 3.351 and regression (b) of 0.003, so that the regression equation can be written as follows: $Y = 84.087 + X \cdot 0.083$. Obtaining good grades is expected to have good implications for students to more easily use interactive media. This is in accordance with one of the objectives of using web-based interactive learning media, namely increasing students' understanding of learning material (Varma and Linn 2011).

Normality Test

Table 2. Normality Test

Tests of Normality						
	Double-click to activate	Kolmogorov-Smirnov ^a		Shapiro-Wilk		
		df	Sig.	Statistic	df	Sig.
Awal	.180	22	.060	.907	22	.042

a. Lilliefors Significance Correction

Based on the results of the normality test in the table, it is known that the significant value is $0.042 > 0.05$, so it can be concluded that the residual value is normally distributed. In this way it can be said that H_0 is accepted, which means the data is normally distributed

Correlation Test

Table 3. Correlation Test

Correlations			
		Awal	Akhir
Awal	Pearson Correlation	1	.600**
	Sig. (2-tailed)		.003
	N	22	22
Akhir	Pearson Correlation	.600**	1
	Sig. (2-tailed)	.003	
	N	22	22

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it can be seen that the correlation value between X and Y is 0.600 and the significant value is 0.003. So it can be said that the significance value is $0.003 < 0.600$, which means there is a correlation influence between If the Pearson correlation is $> r_{tabel}$. then it means it is related, but if the pearson correlation $< r_{tabel}$ it means it is not related. In the results of the table above, the pearson correlation is 0.600 and the r_{tabel} is 0.261, which means there is a correlation relationship.

Determination Test (r^2 Test)

Table 4. Determination Test (r^2 Test)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.600 ^a	.852	.786	9.682

a. Predictors: (Constant), Awal

The calculation results of the determination test can be seen by the R square of 0.852. So the influence of nearpod interactive media on the learning motivation of law study program students in learning Indonesian is 85.2%, while the remaining 14.7% is influenced by factors outside of this research.

Partial Test (t Test)

Table 5. Partial Test (t Test)

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-5.298	49.507		.806	.003
	LANJUTAN	.594	.316	.457	11.071	.000
	AKHIR	.205	.679	.074	.067	.000

a. Dependent Variable: AWAL

In the table the significance is 0.05 with $df = n - k - 1$ (n is the amount of data and k is the number of independent variables) or can be written $22 - 1 - 1 = 20$, then we get a t_{tabel} of 2.056. Based on the calculation above, the t_{count} is 11,071. So that way it is written $11,071 (t_{count}) > 2,056 (t_{tabel})$. Thus, it can be concluded that H_0 is rejected and H_1 is accepted, meaning that there is a positive influence on nearpod learning on student learning motivation.

The information presented in this discussion comes from the results of a survey conducted through a written test, aimed at evaluating the views and responses given by students regarding the implementation of Nearpod learning media. (Suryana 2024) stated that this survey process provides an in-depth picture regarding their perceptions and knowledge of the use of learning platforms in teaching contexts. The survey results indicate that students have various perspectives, ranging from the ease of use to how the platform helps in understanding the material presented by the teacher. This study emphasizes the importance of digital learning media like Nearpod in supporting a more interactive teaching and learning process and motivating students to be more engaged in classroom activities.

Based on the data obtained from 36 students enrolled in the Law Program at Billfath University, this survey reveals their understanding of learning motivation in the Indonesian language, linked to the use of Nearpod as a learning medium. The statistical data collected indicates that the majority of students demonstrate a strong understanding of learning motivation, particularly in the context of using educational technology. This is reflected in the survey results, which show that Nearpod is not only considered a tool that facilitates access to learning materials but also enhances student engagement and interaction in the learning process. According to the survey, students feel more motivated to learn Indonesian with Nearpod, as the platform offers interactive features that are engaging and make the material easier to understand. Previous studies have also confirmed that technology-based learning media can strengthen students' learning motivation by enhancing the interactive learning experience (Irawan and Suryadi 2023).

According to (Fajar 2024), the Nearpod learning platform is highly suitable for use in teaching Indonesian language, especially in delivering vocabulary material through interactive quizzes. These vocabulary quizzes are considered effective in helping students deepen their understanding of language-related terms. However, Nearpod might be less appropriate for subjects that require hands-on practice, such as speech or poetry recitation, which demand more extensive practice. In this case, Nearpod is better suited for information-based or conceptual material that can enhance students' theoretical understanding. Although focused on game-like activities, Nearpod

successfully maintains student engagement without making the learning process monotonous. While games in an educational context naturally have an element of fun, it is more important to consider how these games contribute positively to student learning (Hapsari 2023). Nearpod not only provides entertainment but also plays a significant role in improving students' comprehension of the material being taught (Pratama 2022).

(Putra and Kurniawan 2024). This section will discuss the results of research which aims to describe the impact of the integration of Nearpod as an Interactive Learning Media in motivating Indonesian language learning. This evaluation of the use of Nearpod is based on data analysis from tests conducted by 36 students enrolled in the Legal Studies Program at Billfath University. Descriptive information in this research was obtained through in-depth analysis of the test results that were carried out. Detailed analysis regarding the influence of nearpod interactive media on the learning motivation of law study program students in learning Indonesian by 36 students is shown comprehensively in the table presented above.

Based on the data documented in the previous table, it can be concluded that Nearpod has a significant role as a learning tool in the Indonesian language domain. The use of Nearpod as an Interactive Learning Media shows a high response rate. This analysis indicates the dominance of positive responses to the use of Nearpod in the context of Indonesian language learning. The Nearpod application is a platform that can be accessed via its website and is supported by various types of devices. Its use is quite simple; just by visiting the nearpod.com page, both educators and students can access it without needing to download a special Nearpod application. Once you log in to the Nearpod portal, educators can register with an active Google account and select the teacher role (Anggraeni and Putra 2024).

According to (Putri and Nugroho 2022) on the Nearpod platform, there are three different roles for accessing learning. First, the role of students who only need to type in the class code or access the link sent by the lecturer to be able to take part in the learning session. Then, there is the role of the teacher who has full control over the learning content and provides access to students via class codes or certain links. Finally, there is the role of manager (administrator), who has control over various administrative and regulatory aspects at a higher level in the use of Nearpod. The use of Nearpod not only provides easy accessibility via various devices, but also offers flexibility in the roles that users can take, enabling efficient interaction and learning management (Santoso and Rahmawati 2023)

After successful registration, teachers have the ability to create and design learning materials by pressing the "create" button on the Nearpod platform. Teachers can choose from a variety of features such as lessons, videos, activities, or Google Slides to build learning sessions. In the context of this research, researchers use a learning feature called "lessons" (Rahman 2024). Nearpod, as a learning platform, presents a number of features that provide added value in the context of the teaching and learning process, providing a wide variety to support student learning experiences. In the media section, there are "create" and "interactive" options. The "create" section has various features such as slides, slideshow, powerpoint, pdf, sway, images, and audio. Meanwhile, in the "interactive" section there are options such as BBC videos, VR Fieldtrip, simulations, and so on (Oktafiani and Mujazi 2022).

Next, there is an "activities" section that provides two main options: "quizzes & games" and "discussions". In this section, various features are available to create interesting quiz questions supported by mini games. The aim is to measure students' abilities or transmit learning (Rahman 2024). Some of them are matching pairs, filling in the blanks, memory tests, climbing time, and many more options. With the wide selection

of features it offers, Nearpod provides educators with the opportunity to develop a learning atmosphere that is dynamic, interactive, and invites students' interest in exploring subject matter in an interesting and in-depth way. After compiling and designing the learning material, users can save it by clicking on the "save & exit" option (Susanto and Melati 2023).

The material that has been created will be stored in "my library" in the user's personal account (Sutanto 2024). Only the account owner has access to view and re-edit the material that has been compiled. To conduct joint study sessions with students, Nearpod provides three different ways of access. First, "direct participation" allows teachers to control and guide the learning process directly in real-time. Second, "student-paced" allows students to learn according to their own rhythm without any direct control from the teacher. Third, "live participation + zoom" integrates the Nearpod platform with the Zoom application to support learning in live video sessions. After selecting the desired learning access method, the teacher will be given a class code that can be shared with students. This class code allows students to participate in learning sessions prepared by the teacher. With these various options, Nearpod makes it easier for teachers to organize and organize according to their individual learning needs and preferences (Wijaya 2024).

In the recapitulation of the use of Nearpod, from tests carried out on 36 students, there were a series of responses regarding the use and benefits of Nearpod in the context of learning Indonesian. From the results above, it can be seen that the majority of students have increased their use of Nearpod in learning Indonesian. The majority of students with an average of 85,2% stated that Nearpod was very helpful in various aspects of learning, indicating a predominantly positive response to this application in the context of learning Indonesian. These data clearly illustrate that Nearpod is a learning tool that has great potential to have a substantial influence on the Indonesian language learning process. This indicates that the use of Nearpod can be an important aspect in increasing the effectiveness and depth of students' understanding of Indonesian language subject matter.

Conclusion

Nearpod as an interactive learning media has been proven to have a significant influence in increasing student participation and motivation to learn. 1. Increasing Student Participation : The use of Nearpod interactive media in the Indonesian language learning process in the Law Department has been proven to significantly increase student participation. Interactive features such as quizzes, polls, and discussions have been proven effective in encouraging active student involvement during learning. 2. Increasing Learning Motivation: Through the innovative features offered by Nearpod, students become more motivated to participate in learning. Interactive and varied media make the learning process more interesting and dynamic, thus encouraging students to be more involved. 3. Has a significant impact on learning outcomes: In addition to increasing participation, the use of Nearpod also has a positive impact on students' understanding of Indonesian language learning materials. This is indicated by increased academic grades and better understanding of concepts.

Thus, the use of interactive technology such as Nearpod is worthy of being applied more widely in learning, especially to increase student involvement in the teaching and learning process. Overall, the results of the study show that Nearpod is an effective tool for creating a more interactive and participatory learning environment.

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