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Original Article

The Influence of Nearpod Interactive Media on History Learning Outcomes of Class XII IPS Students at SMA Negeri 1 Ingin Jaya

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Abstract:

This research aims to determine the application of Nearpod interactive media and the effect of the application of Nearpod interactive media on student learning outcomes. This study uses a quantitative approach with a Pre-experimental design research type, in the form of a one group pretest-posttest design where there is only one group. The population in this study were all students of class XII IPS totaling 2 classes. The sample in this study was students of class XII IPS 2 totaling 29 students. Data collection techniques used were observation, testing and documentation. In the data analysis technique using normality test, homogeneity test, and t-test of two average differences. The results of this study were obtained in the application of Nearpod interactive media to learning outcomes in history lessons have been carried out according to the syntax of the Student Team Achievement Divisions (STAD) learning model contained in the RPP and ran smoothly with the results of the observation sheet analysis of 85% in the very good category. The average value before using Nearpod interactive media, namely 60.3, was categorized as sufficient and after being given treatment, the average student value of 80.3 was categorized as good, this proves that there was a significant change in student learning outcomes. Based on the results of the t-test value > t-table or 14,248 > 2,052 at a significance level of α = 5% (0.05), then HO is rejected and Ha is accepted or there is a real (significant) influence on student learning outcomes before and after using Nearpod interactive media in history subjects. Thus, the use of Nearpod interactive media has an effect on the history learning outcomes of class XII IPS 2 students at SMA Negeri 1 Ingin Jaya.

Keywords: Interactive Media, Nearpod, Learning Outcomes.

Introduction

According to Law Number 20 of 2003 concerning the National Education System (SISDIKNAS), education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. Education plays a role as a basis for forming the quality of human beings who have

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competitiveness and the ability to absorb technology that will be able to increase productivity. The learning process is the achievement of process standards to improve the quality of education. In the learning process, teachers are a very important component because the success of the implementation of the education process is very dependent on teachers in achieving the success of student learning outcomes.

Education essentially aims to grow and develop the innate potentials that exist in students. Education is said to be successful if the teaching and learning process is carried out effectively and efficiently. Learning that is said to be effective and efficient is when the teacher is able to lead the class by using models, approaches, methods, and media in learning. The use of learning methods in teaching and learning activities is very important, because it can facilitate learning so that optimal results can be achieved.

However, in fact, the process of implementing learning in schools until now has not fully run as expected. Where there are still many obstacles in learning in schools experienced by students during the learning process in class, an example of the problem regarding student learning outcomes can be taken. In the learning process, especially in the subject of History, schools have been found that have not used a variety of models, approaches, methods, and media, so that learning is categorized as not yet effective and efficient. This ineffective learning can make students less able to understand the material presented by the teacher. Understanding the material greatly determines whether or not student learning outcomes are low.

Based on the analysis of the evaluation value documents of class XII IPS 2 students at SMA Negeri 1 Ingin Jaya, on September 26, 2023 with the History subject teacher named Mrs. Rosmita, S.Pd, the researcher obtained data on student scores that did not meet the Minimum Completion Criteria (KKM). This is due to the lack of student understanding of the material presented by the teacher so that the student learning outcome scores obtained were from 29 students, only 9 students completed (31.03%) and 20 students did not complete (68.96%). The KKM for the history subject is 75.

Based on the above problems, to achieve satisfactory learning outcomes, researchers are motivated to find the right solution so that the problems mentioned can be resolved. One alternative is to use varied learning media, the learning media is Nearpod interactive media. Nearpod interactive media is a digital learning platform that teachers can use to create interactive presentations. Using Nearpod interactive media, teachers can create presentations containing images, text, audio, video, and quizzes. According to Kudadiri, et al. (2024: 132-134), the display of interactive features in Nearpod interactive media can create interesting learning and make students focus on what is being studied so that students gain a better understanding of the material being studied.

Method

The research method is the collection of data for research as an important step in obtaining information about research activities. The approach in this study uses a quantitative approach, according to Sugiyono (2022:8) a quantitative approach can be interpreted as a research method based on the philosophy of positivism, used to research a certain population or sample, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing the established hypothesis. The type of research used in this study is pre-experimental design with the research design

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used in this study is "one group pretest-posttest design". The population in this study were all students of class XII IPS SMA Negeri 1 Ingin Jaya which consisted of 2 classes, with a total of 60 students. The sample used in this study was class XII IPS 2 which consisted of 29 students. The technique used in determining the sample for this study was purposive sampling. Data collection techniques include observation, testing and documentation. Then, the data analysis technique used was data analysis of observation sheets, normality tests, homogeneity tests, and two-mean difference tests.

Results

Application of Nearpod Interactive Media in History Subjects in Class XII IPS 2 SMA Negeri 1 Ingin Jaya

The process of learning history using the Student Team Achievement Divisions (STAD) learning model assisted by Nearpod interactive media in class XII IPS 2 SMA Negeri 1 Ingin Jaya. The research process consists of several activities, namely planning activities, implementation activities, and evaluation, for more details as follows:

1. Learning Planning

The planning process is carried out by researchers by preparing everything needed during the research. The preparation carried out by researchers is to compile materials used as data collection tools during the research, such as the Learning Implementation Plan (RPP), Student Worksheets (LKPD), materials, Nearpod interactive media combined with the Student Team Achievement Divisions (STAD) learning model, evaluation questions and observation sheets.

2. Implementation of Learning

The first implementation is carrying out preliminary activities which begin with the teacher entering the classroom by saying hello, then the students prepare and answer the teacher's greeting, then continue by reading a prayer together and preparing things that will be needed when the learning takes place. Next, the teacher takes attendance of students to see the students' attendance and also checks the students' readiness to learn. After that, the teacher opens the lesson which begins by asking students again about the material that has been studied in the previous week and also providing information about the material to be studied. The teacher then explains the steps of the Student Team Achievement Divisions (STAD) learning model and how to use the Nearpod interactive media. Then the teacher conveys the learning objectives to be achieved and also provides motivation by explaining the importance of learning about the material "The Role of National and Regional Figures in Maintaining the Integrity of the Indonesian State and Nation in the 1945-1965 Period". Next, the teacher shares the Nearpod interactive media link to students to access. After that, the teacher explains the material through the Nearpod interactive media and directs students to watch the learning video about the material "The Role of National and Regional Figures in Maintaining the Integrity of the Indonesian State and Nation in the 1945-1965 Period" contained in the Nearpod interactive media. After that, the teacher gives students the opportunity to ask questions related to material that has not been understood. Then the teacher divides students into

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several groups consisting of 6 groups with 4-5 students in each group and each group is given LKPD which is worked on in groups. However, before working on the LKPD assignment, students first listen to the teacher's explanation regarding accessing the material contained in the Nearpod interactive media and instructs students to open the Nearpod interactive media to complete group assignments. After that, the teacher guides the group discussion and continues with group presentations. Then the teacher gives individual quizzes to students using the interactive Nearpod media. Furthermore, the teacher gives awards to the group that is considered the best in presenting the results of their group discussions. In the closing activity, the teacher provides an evaluation in the form of a posttest of 20 multiple-choice questions. After that, the teacher and students conclude the learning material that has been studied and at the end of the lesson, the teacher delivers the material that will be studied in the next meeting and closes the lesson with a prayer together and says hello.

3. Learning Evaluation

Learning evaluation aims to see the extent to which students have achieved the learning objectives that have been set. The learning evaluation used in this study is by using observations used to see student learning outcomes when student learning activities take place from the beginning to the end of learning. The student activity score on the observation sheet in the study was 85% with a very good category, in accordance with the theory of the percentage criteria for observation results.

Student Learning Outcome Value Before Using Nearpod Interactive Media Class XII IPS 2 SMA Negeri 1 Ingin Jaya

Table 1. Student learning outcomes before and after using Nearpod interactive media

No	Name	Pretest
1.	AQS	50
2.	AZK	55
3.	AFQ	65
4.	FMT	45
5.	FAZ	40
6.	FRH	75
7.	HKM	70
8.	IMA	60
9.	KWR	65
10.	MAU	45
11.	MIH	60
12	MRZ	75
13.	MSA	70
14.	MSF	55
15	MAR	45
16.	MHZ	80
17.	MIL	55
18.	MIS	65
19.	MYS	50

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20.	MST	75
21.	NRD	70
22.	NFD	65
23.	PAM	65
24.	RAF	55
25.	STR	45
26.	SML	50
27.	SID	65
28.	SNJ	60
29	UKR	75
	Total	1.750
	Average	60,3

Source: Excel Data Processing (2024)

From table 1 above, before conducting the paired sample test, the results of the pretest and posttest above were first tested for normality using the SPSS 22 For Windows application. The results of the normality test can be seen in table 2.

Table 2. Normality Test

Tests of Normality

	Learning outcomes	Kolmogorov-Smirnova			Shapiro Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Learning outcomes	Pretest	.145	29	.120	.952	29	.209
	Posts	.117	29	.200	.969	29	.544

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Source: IBM SPSS Ver22 data processing (2024)

Based on table 2, the normality test on the results of the pretest and posttest scores in class XII IPS 2 seen in the Shapiro-Wilk column obtained a sig value of 0.209 on the pretest score which means it is greater than 0.05, and on the posttest obtained 0.544 which is greater than 0.05. So, it can be concluded that the data used in this study is normally distributed.

Table 3. Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistics	df1	df2	Sig.
Mark	Based on Mean	.731	1	56	.396
	Based on Median	.768	1	56	.385
	Based on Median and with adjusted df	.768	1	55.732	.385
	Based on trimmed mean	.740	1	56	.393

Source: IBM SPSS Ver22 data processing (2024)

Based on Table 3, the homogeneity test on the results of the values before (pretest)

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and after (posttest) in class XII IPS 2 SMA Negeri 1 Ingin Jaya, obtained a sig value of 0.396 which is also greater than 0.05. So it can be concluded that the data used in this study are categorized as homogeneous.

Table 4. Correlation Test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Learning Outcomes & Posttest	29	.751	.000

Source: IBM SPSS Ver22 data processing (2024)

Based on the output above, the Sig value of the value before (pretest) and after (posttest) is both 0.00, where Sig 0.00 <0.05, there is a relationship between the pretest and posttest. The use of the Sig. test in this study is used to determine whether there is a relationship between the observed variables, namely the pretest and posttest.

Table 5. Paired Sample Test Statistical Results

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Posttest Learning Outcomes	-20.000	7.559	1.404	-22.875	-17.125	-14.248	28	.000

Source: IBM SPSS Ver22 data processing (2024)

Based on the output of the "Paired Sample Test", it can be concluded that the Sig. (2-tailed) value is 0.000. This means that the Sig. value is 0.000 < 0.005 so that there is a significant difference between students' History learning outcomes in the pretest and posttest at SMA Negeri 1 Ingin Jaya.

Analysis of the Application of Nearpod Interactive Media in History Subjects at SMA Negeri 1 Ingin Jaya

The research process was conducted face-to-face with one meeting and a duration of 2 lesson hours or 2x45 minutes. All 29 students of class XII IPS 2 were given treatment with the Student Team Achievement Divisions (STAD) learning model assisted by Nearpod interactive media with the material "The Role of National and Regional Figures in Maintaining the Integrity of the State and Nation of Indonesia during the 1945-1965 Period". The application of Nearpod interactive media is a solution offered by researchers to overcome problems with student learning outcomes. Before the learning activity begins, the teaching teacher provides an observation sheet to the teacher or observer to assess the learning process.

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The learning process is carried out according to the syntax of the Student Team Achievement Divisions (STAD) learning model listed in the lesson plan. Before the learning process is carried out, students are given a pretest of 20 multiple-choice questions to determine their initial abilities. Before giving the pretest, the teacher instructs students to study the material "The Role of National and Regional Figures in Maintaining the Integrity of the Indonesian State and Nation during the 1945-1965 Period" individually at home. In implementing the learning process, the teacher explains the mechanism for implementing the learning experience according to the learning objectives, learning steps, forming study groups using the Student Team Achievement Divisions (STAD) learning model assisted by Nearpod interactive media, and giving tests to all students covering all discussion topics individually.

Based on observations during learning activities, it is necessary to find out how the implementation of the learning process using the Student Team Achievement Divisions (STAD) learning model assisted by Nearpod interactive media during the learning process. The course of all learning activities was observed by an observer, namely Mrs. Rosmita, S.Pd as the history subject teacher to assess the success or failure of the application of Nearpod interactive media in improving the learning outcomes of class XII IPS 2 students of SMA Negeri 1 Ingin Jaya. The observation was carried out from the beginning of learning to the end of learning through an observation sheet. The results of the observation sheet that had been filled in by the observer obtained a score of 85%. Based on the observation score percentage criteria table, the value of 85% is said to be included in the very good category. So it can be said that the application of Nearpod interactive media is in accordance with the learning steps that have been designed.

According to Rohaliya, et al. (2023:875-876), the use of Nearpod interactive media in learning can be a solution for teachers to create interactive learning. In addition, according to Pramesti, Mafuah & Ardianti (2023:380), Nearpod interactive media can be used as a new breakthrough to provide innovation in the teaching and learning process to make it more effective and efficient.

Analysis of the Influence of Learning Outcomes Using Nearpod Interactive Media on History Subjects in Class XII IPS 2 SMA Negeri 1 Ingin Jaya

Based on the learning outcomes obtained by students before the implementation of Nearpod interactive media in the classroom, the average score in the class was 60.3. This shows that classically and individually the student learning outcomes are included in the sufficient category. After the implementation of Nearpod interactive media, the average score in the class was 80.3. This shows that classically and individually it is included in the good category. It can be concluded that student learning outcomes occurred improvement.

The results obtained will then be processed to determine the t-test of the difference between the two averages. The first stage is the results of the normality test on the results before (Pretest) and after (Posttest) in class XII IPS 2, for the pretest the sig. value is obtained. 0.209 in the data which means it is greater than 0.05 and in the posttest the sig. value is obtained. 0.544 which is greater than 0.05. Then it can be concluded that the data used in this study are normally distributed. Furthermore, the homogeneity test stage obtained the results before (Pretest) using Nearpod interactive media and after (posttest) in class XII IPS 2, namely with a sig. value of 0.396 which is greater than 0.05, it can be concluded that the data used in this study are categorized as homogeneous.

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Then in the statistical correlation test obtained in this data processing, the sig. value from before using Nearpod interactive media and posttest is both 0.000 where 0.000 <0.05, there is a relationship between the pretest and posttest values. Furthermore, based on the data obtained from the results of the paired sample test, the sig. value is 0.000 <0.005 so that there is a significant difference between students' history learning outcomes in the data before (pretest) using Nearpod interactive media and after (posttest) in class XII IPS 2 SMA Negeri 1 Ingin Jaya. Furthermore, in analyzing the data to test the hypothesis or t-test conducted in this study, the results of the t-test criteria were obtained > t-table or 14,248 > 2,052 at a significance level of α = 5% (0.05), then HO is rejected and Ha is accepted or there is a real (significant) influence on student learning outcomes before and after using Nearpod interactive media in history subjects at SMA Negeri 1 Ingin Jaya.

Based on this explanation, this is in line with the results of research conducted by Nispiah & Alwin (2023) which stated that there is an influence of the use of Nearpod interactive learning media on the learning outcomes of class XI IPS students of SMA Negeri 1 Cigudeg, this is proven through hypothesis testing, namely the t-value of 7.859> t-table 1.997 and a significant value of 0.000 <0.05 so that it can be said that HO is rejected and Ha is accepted. Based on the average pretest and posttest values of the control and experimental classes, the pretest value of the control class was 26.71 while the experimental class was 30.18 and the posttest value of the control class was 50.79 while the experimental class was 76.15. This shows that the use of Nearpod interactive learning media has a significant influence on student learning outcomes.

Furthermore, a similar study was also conducted by Hidayat & Effendi (2024) regarding improving student learning outcomes using interactive learning media based on Nearpod. The results of this study indicate that the use of interactive learning media based on Nearpod can improve the biology learning outcomes of class X MIPA 1 students of SMA Negeri 4 Tanjung Jabung Barat. There was an increase of 3.93 points in the average student learning outcomes, from a score of 78.21 in cycle I to 82.14 in cycle II. The completion of student learning outcomes reached 78.57% in cycle I, as many as 22 out of 28 students. The completion of student learning outcomes reached 100% in cycle II.

In line with that, Azzahra, Azizah & Viratama (2024:4-5) also said that the use of Nearpod interactive media can improve student learning outcomes. Nearpod interactive media in learning can help students understand the material better and more effectively, this is due to the ease of access to information materials and the delivery of interesting materials by teachers. Based on the discussion, it can be concluded that Nearpod interactive media has an effect on efforts to improve student learning outcomes in history subjects at SMA Negeri 1 Ingin Jaya.

Conclusion

Based on the results of the research and discussion that the researcher has described regarding the influence of Nearpod interactive media on the history learning outcomes of class XII IPS students at SMA Negeri 1 Ingin Jaya, the conclusions and suggestions submitted based on the results of this study are as follows: First, the application of Nearpod interactive media in the history subject of class XII IPS 2 students of SMA Negeri 1 Ingin Jaya has been implemented well in accordance with the steps of the Student Team Acievement Divisions (STAD) learning model. This can be seen from the results of the analysis of the application of models and media using observations obtained a percentage of 85% which is included in the very good category. Second, there is an

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influence of the application of Nearpod interactive media on the history learning outcomes of class XII IPS 2 students of SMA Negeri 1 Ingin Jaya, which can be seen based on the hypothesis test obtained tcount> ttable or 14.248> 2.052 at a significance level of α = 5% (0.05), then HO is rejected and Ha is accepted. So it can be concluded that there is a real (significant) influence on the application of Nearpod interactive media on the history learning outcomes of class XII IPS 2 students of SMA Negeri 1 Ingin Jaya.

Suggestion

Based on the research results and discussions that the researcher has outlined previously, the suggestions for this research are as follows:

1. For schools, it is expected to add facilities and infrastructure to support the implementation of teaching and learning activities in schools to be more optimal.
2. For teachers, it is expected to start utilizing Nearpod interactive media in teaching and learning activities because it can help create an active learning environment so that it can maximize learning.
3. For students, it is expected to be more active, enthusiastic and more creative in participating in the teaching and learning process. Because student participation in the teaching and learning process can affect the learning outcomes obtained by students.
4. For researchers, it is expected to be able to conduct research using other interesting media with more diverse data analysis methods so that the results obtained are truly optimal and represent the conditions during the learning process.

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