The Role of Nearpod Learning Media in Increasing Participation and Learning Outcomes

Dhela Septian Anggaretta✉, Dyah Mustika Chandra Dewi, Dian Hardiyanti, Vinasya Adella Ahyuni, Nabila Sekar Langit, Jarot Tri Bowo Santoso

DOI: 10.15294/eeaj.v13i2.6389

Postgraduate Program, Faculty of Economics and Business, Universitas Negeri Semarang, Semarang, Indonesia

Abstract

This study aimed to determine the effectiveness of nearpod-based interactive learning media on general journal material in increasing student participation and learning outcomes in introductory trading company accounting courses. This research uses a form of class quasi experimental research with one group pretest and posttest. The research subjects were students of the Department of Office Administration Education A Class of 2023 Semarang State University and were sampled using a saturated sampling technique with totaling 50 students. Data collection techniques involved using tests in the form of pre-test and post-test, and observation. The data analysis technique employed the T-test and documentation. The results show that (1) nearpod interactive media is effectively used in the learning process of general journals of trading companies. The average of pre-test score increases from 4.08 to 8.30 after applying nearpod learning media; and (2) Student participation increases by 33% from 49% to 82% after using nearpod learning media.

How to Cite

Anggaretta, D.S., Dewi, D.M.C., Handiyanti, D., Ahyuni, V.A., Langit, N.S., Santoso, J.T.B.(2024). The Role of Nearpod Learning Media in Increasing Participation and Learning Outcomes. *Economic Education Analysis Journal*, 13 (2), 192-199.

✉ Correspondance Address:
Unnes, Sekaran, Kec. Gn. Pati, Kota Semarang, Jawa Tengah 50229
Email: dhelaseptiananggaretta29@gmail.com

INTRODUCTION

Learning outcomes are obtained after going through the teaching and learning process for a certain time. Learning outcomes are usually in the form of grades that indicate the extent to which students have understood the material taught by the lecturer. According to Rahman (2021), one of the efforts that can be made to improve learning outcomes is to foster a spirit of learning motivation in students. Increasing learning motivation in students is also one of the competencies that lecturers must have in mastering classroom learning. In addition, the material taught by lecturers also greatly affects student motivation to learn.

Lecture material that is boring or even considered difficult by students will certainly reduce student learning motivation (Maryam, 2016). This learning difficulty can occur to anyone, as well as students majoring in economics who receive accounting courses with general journal material. Thus, there are still many students who consider this accounting lesson still difficult by students who do not understand and do not understand the material explained by their lecturers. Accounting lessons are famous for many numbers. Not only based on theory, but accounting lessons must also be analyzed.

Sakdiah's (2017) findings show that students who consider accounting lessons as a scourge and result in decreased learning motivation are indeed positive results. Based on the test results, it is said that the perception of students in accounting learning difficulties greatly affects student learning motivation. The existence of this perception results from students who often cannot master the material taught by lecturers properly. Therefore, there is a need for innovation to create learning media that is expected to make it easier for lecturers to teach accounting to their students, and students will easily accept learning in class.

Learning media is any form of tool or material used in the learning process to assist students in understanding and mastering the material in the lesson (Andriani, et al. 2022).

The use of learning media as a tool to support teaching and learning activities must be in line with the times, namely we live with the development of the industrial revolution era 4.0. Almost all human activities are based on technology that has been designed to help simplify human work.

When Indonesia was hit by the COVID-19 virus outbreak, it required online learning. This is following Circular Letter Number 3 of 2020 in the Education sector with number 36962/MPKA/HK/2020 regarding the process of organizing education during the COVID-19 pandemic which is carried out by online learning. Online learning is a learning activity carried out between teachers and students not in the same or separate locations. According to Pramesti et al. (2023), in the process of organizing online learning, various obstacles arise, including a decrease in student learning outcomes and participation, directly influenced by the lack of student interest and motivation to learn.

Currently, Indonesia has returned to normal in all activities, including learning, but student interest in learning is still decreasing. This happens because of many factors. According to Pingge & Wangid, (2016), three factors cause a decrease in student learning outcomes, namely (1) internal factors or factors that come from within students which include; physiological factors (physical defects) and psychological factors (intelligence, interest, talent, motivation and maturity of student readiness); (2) external factors or factors that come from outside the lesson which include: teacher factors, learning quality factors, learning instruments and facilities, and environmental factors.

Aslami & Za (2022) mentioned that there is one learning media in the era of internet digitalization that can be utilized by teachers to increase student interest in learning, namely the nearpod application. Kayanya et al. (2023) explained that Nearpod is a web-based interactive media creation application that can be applied to learning both online and offline. This application provides various

interesting features so that learning materials can be packaged in a more attractive and professional-looking form. Dyer & Hunt (2015) mentioned that nearpod can make traditional learning more interactive and able to respond to students directly.

The use of technology in learning has become an increasingly popular trend in the digital era. One of the interactive learning platforms that is increasingly being adopted by educators is Nearpod. Nearpod is a web and mobile-based learning application that allows teachers to create interactive presentations with various multimedia features, such as videos, images, quizzes, and polls [1]. The use of Nearpod in the classroom has attracted the attention of researchers to study its influence on student learning outcomes and learning participation.

The nearpod application, besides having many interesting features, also has a carrier that makes it easy for students to understand the content of the material. In nearpod, a teacher can add various ways of learning that are active and interesting for students. Innovation in learning using Nearpod media can be done by adding quizzes, games, interesting PPT slides, and many more. Besides being able to be used for online learning media, this media is also very suitable to be a breakthrough in digitization-based learning in face-to-face learning at school. Oktaviani & Nurhamidah (2023) explained that students can utilize the use of technology to support learning.

Nearpod media presents a dynamic array of capabilities tailored for immersive educational experiences. With Nearpod, educators can harness a multitude of features that seamlessly integrate presentation documents, virtual reality (VR), PDF inserts, and more (Ami, 2021; Susanto, 2021). This versatile platform not only facilitates traditional teaching methods but also enriches learning through interactive quizzes, long-answer inquiries, memory tests, fill-in-the-blank exercises, and visual question prompts within its activity feature (Halloran, 2018; Widiyastuti et al., 2018).

A study conducted by Pramesti et al. (2023) found that the use of Nearpod in learning in higher education significantly improved student academic achievement compared to traditional learning methods. Another study by Siswati et al. (2023) also showed that Nearpod was effective in improving students' conceptual understanding and critical thinking skills in biology courses. Similar findings were revealed by Abdullah et al. (2022), who observed an increase in academic achievement and learning motivation among students after using Nearpod in English language learning.

The nearpod application is expected to be able to motivate students' enthusiasm for learning so that students experience an increase in learning general journal material in accounting courses. Lecturers can use the many features available in the nearpod application to make classroom lessons fun so that students are enthusiastic in listening to the material being explained. It is hoped that the existence of digital-based learning media such as nearpod can facilitate student understanding of general journal material.

Therefore, the purpose of this study is to determine the role of Nearpod learning media in increasing the participation and learning outcomes of 1st-semester students of the Department of Economic Education Office Administration Group A Year 2023 Semarang State University on general journal material in the Introduction to Accounting course.

METHODS

The research method used is an quasi experimental research model with one group pretest and posttest. In this study, the role of Nearpod learning media in increasing student participation and learning outcomes was sought to be described by the authors. The population used in this study were 50 students, namely students of the Office Administration Education Department A Batch 2023 Semarang State University, and the sample in this study used saturated samples, namely all populations were sampled. Data collection

techniques in this study used tests in the form of one group pre-test-post test design with the same questions and observation.

In describing the role of learning media on learning outcomes, data analysis techniques are needed using the one sample T-test. In addition, to ensure the increase in the level of student participation in using Nearpod media, it can be seen from the results of the participation level report which can be directly obtained from the report results on Nearpod.

RESULTS AND DISCUSSION

Before carrying out learning implementation activities, the researcher designed the design of learning media in the nearpod that will be used. The components in this nearpod learning media include: pretest questions, general journal materials, quizzes wrapped in games, and research questionnaires. Here's what the nearpod media design looks like (Figure 1, Figure 2, dan Figure 3).

Figure 1. Access Code Entering Nearpod

Figure 2. Current Display of Materials
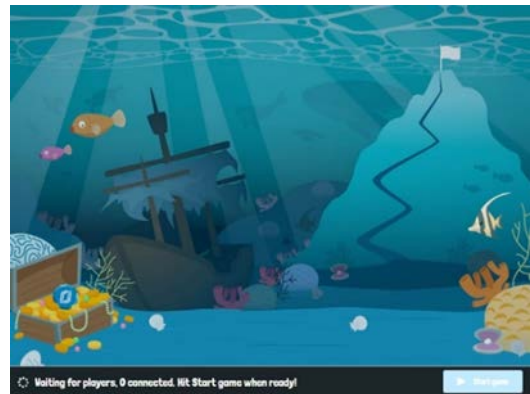
Figure 3. Waiting Room Entering the Game

After the implementation of learning by using nearpod media on general journal material, the following results were obtained.

Table 1. Average Improvement of Student Learning Outcomes

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	4.0800	50	1.22624	0.17341
Posttest	8.3000	50	0.76265	0.10785

Source: Processed Primary Data, 2023

At the time of the pre-test, the average value was 4.08 out of 50 data. After applying nearpod learning media, the average post-test value increased to 8.30. This shows that the average post-test result is higher than the average pre-test result. Thus, based on these results it can be concluded that after using Nearpod media in learning, there is an increase in student learning outcomes.

Table 2. Correlation of Variable Relationships

|	N	Correlation	Sig.
Pair 1 Pretest & Posttest	50	0.410	0.003

Source: Processed Primary Data, 2023

Based on the paired samples correlations output table, the correlation coefficient value is 0.0410. Then the table also shows a significant number of 0.003. These results indicate that if the significant value <0.5 probability, it is said that there is a relationship between the pre-test and post-test variables.

Table 3. T-test

	t	df	Sig. (2-tailed)
Pair 1 Pretest-Posttest	-25.992	49	0.000

Source: Processed Primary Data, 2023

Based on the paired sample t-test output table, it is known that the significance value (2-tailed) is 0.000. Where the resulting significance value is <0.05. Therefore, it can be concluded that there are differences in the results of the pre-test and post-test so that the nearpod media is proven to be able to improve the learning outcomes of Office Administration Education A students in 2023, Faculty of Economics and Business, UNNES.
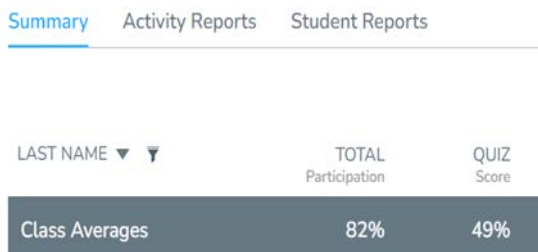
Figure 4. Student Participation Level
Source: Reports Nearpod

Based on reports on nearpod, it shows that at the time of the pre-test the level of student participation was 49% while at the end of learning the level of student participation rose to 82%, which means there was an increase in the level of participation by 33% in students. This shows that the level of participation of Office Administration Education A students in 2023 increased after learning using nearpod media.

Based on the results of the calculation of pre-test and post-test scores, the T test,

and the report on Nearpod media, it can be concluded that Nearpod media is effective in increasing the participation and learning outcomes of Office Administration Education A students in 2023, Faculty of Economics and Business UNNES, on general accounting journal material.

This can be seen from the comparison of student test results during the pre-test and post-test, showing that there was a significant increase. This is shown from the average pre-test result which only obtained a score of 4.08 out of 50 data, increasing to 8.30. Then, based on the results of the T test, the significance value (2-tailed) is 0.000. Where if the significance value is <0.05, it can be concluded that there is a difference in pre-test and post-test results.

Therefore, it can be concluded that Nearpod media is proven effective in improving the learning outcomes of Office Administration Education A students in 2023, Faculty of Economics and Business, UNNES. The increase in student learning outcomes after using Nearpod media is due to the fact that Nearpod media presents various features that can make it easier for students to understand the material presented. With the appearance and features owned by Nearpod media, it can create an interactive and not boring learning. Yuniarni et al, (2020) stated that the existence of interactive learning media can increase the success of learning and students' passion for learning. This is in line with Faradisa's research (2021) which states that the Nearpod application is feasible and effective for improving student learning outcomes.

Research conducted by Syofyan & Husni (2021), shows that by utilizing Nearpod media, the learning outcomes of social studies class XI students at MAN 2 Payakumbuh, have developed very high. There are differences in learning outcomes from before and after using Nearpod media in learning. Then, research conducted by Simanjuntak and Panjaitan (2023) shows that the learning outcomes of students after utilizing Nearpod media in learning have increased quite highly, this can

be seen from the results of hypothesis testing using the t-test which shows that Sig. (2-tailed). And based on the results of the pre-test and post-test scores, the average value of student learning outcomes increased from 38.95 to 83.95.

In addition to optimizing learning and improving student learning outcomes, Nearpod media is also proven to increase student involvement or participation levels in learning. Based on the reports on Nearpod, it shows that during the pre-test the level of student participation was 49%. Then after entering the material exposure session until the end of learning, the level of student participation rose to 82%, where there was an increase of 33%. The increase was influenced by several factors, one of which is that learning presented through Nearpod media has an attractive and interactive appearance that can encourage students to be actively involved in learning.

Nearpod media presents a dynamic array of capabilities tailored for immersive educational experiences. With Nearpod, educators can harness a multitude of features that seamlessly integrate presentation documents, virtual reality (VR), PDF inserts, and more (Ami, 2021; Susanto, 2021). This versatile platform not only facilitates traditional teaching methods but also enriches learning through interactive quizzes, long-answer inquiries, memory tests, fill-in-the-blank exercises, and visual question prompts within its activity feature (Halloran, 2018; Widiyastuti et al., 2018).

The interesting feature provided in nearpod, it encourages students to be more actively involved in learning, this is in accordance with the results of research conducted by Inanta et al., (2022) which shows that student activeness in learning has increased the percentage, students become more active and brave in asking questions, responding and accuracy in collecting assignments. Research conducted by Oktaviani & Nurhamidah (2023) also shows that the use of nearpod media is effective and can increase student learning motivation. "Nearpod application can be used in guided reading lessons because of its user-friendliness, ability to engage students, and monitor their progress" (Delacruz, 2014) which means that nearpod application is used in guided reading lessons because of its user-friendliness, ability to engage students, and monitor their progress.

Then, Sanmugam et al. (2019) and Mckay & Ravenna (2016) conducted research showing that Nearpod helps in improving learners' engagement, participation, and reputation in learning. It is also supported by the findings conducted by Mckay & Ravenna (2016) and Yunita (2020), that learners become more motivated in learning which encourages learners to be actively involved in learning. Thus, Nearpod media is considered effective in improving learning outcomes and student participation, and shows this media is very feasible to be used in the long term in learning.

CONCLUSION

Based on the results of the study, it shows that nearpod interactive media is effective in the learning process of general journals. This is evidenced by the calculation of the correlation coefficient value of 0.410 and a significance of 0.03 because the significance value < 0.05 probability, it is said that there is a relationship between the pre-test and post-test variables. Then, based on the results of the T test, the significance value (2-tailed) is 0.000, where the significance value <0.05, it can be concluded that there are differences in the results of the pre-test and post-test so that the nearpod media is proven to be able to improve the learning outcomes of Office Administration Education A students in 2023, Faculty of Economics and Business, UNNES. This is evident from the difference in test results during the pre-test and post-test, when the pre-test has an average value of 4.08 out of 50 data, then after applying the nearpod learning media the average post-test value increases to 8.30. In addition, the level of participation which initially only amounted to 49% then rose to 82% at the end of learning, this shows that there is an increase in the level of participation by 33%.

Thus, the results of this study indicate that in learning general journals using Nearpod interactive media can effectively facilitate learning in an educational environment, and be able to improve student learning outcomes, as well as student participation in learning. It is hoped that future studies can further develop this nearpod-based learning media to make it more interesting and increase learning motivation for students.

REFERENCES

Ami, R. A. (2021). Optimalisasi Pembelajaran Bahasa Indonesia Menggunakan Media Pembelajaran Berbasis Aplikasi Nearpod. *Bahtera Indonesia; Jurnal Penelitian Bahasa Dan Sastra Indonesia*, 6(2), 135–148. https://doi.org/10.31943/bi.v6i2.105.

Andiani, Kiki., Ardiana., Firman. (2022). Teaching media in efl classrooms: what are they and why select them?. *Journal of Language Testing And Assessment,* 2(1), 87-97.

Aslami, R., & Za, M. F. (2022). Penggunaan Aplikasi Nearpod dalam Pembelajaran Menulis Teks Iklan Siswa Kelas VIII MTS Negeri 3 Bogor Tahun Pelajaran 2022/2023. *Prosiding SAMASTA Seminar Nasional Bahasa Dan Sastra Indonesia,* 415–426.

Aslami, R., & Za, F. (2022). Prosiding Samasta Seminar Nasional Bahasa dan Sastra Indonesia.

Delacruz, S. (2014). Using Nearpod in elementary guided reading groups. 58(5), 62–69. https://doi.org/10.1007/s11528-014-0787-9

Faradisa, F. (2021). Pengaruh Pemanfaatan Media Pembelajaran Interaktif Nearpod Pada Masa Pandemi Covid-19 Terhadap Hasil Belajar Peserta Didik Kelas Vdi MIN 1 Kota

Halloran, M. (2018). The Development and Integration of Nearpod Materials into a High School Biology Curriculum. *Education and Human Development Master's Theses,* 1– 62.

Handayani, E. S., & Subakti, H. (2020). Pengaruh Disiplin Belajar terhadap Hasil Belajar Bahasa Indonesia di Sekolah Dasar.

Jurnal Basicedu, 5(1), 151–164. https://doi.org/10.31004/basicedu.v5i1.633

Inanta, R., Zulhaji, & Indrayani. (2022). Peningkatan Hasil Belajar IPS Melalui Media Nearpod pada Peserta Didik SMPK Penabur Kelapa Gading Jakarta. *Jurnal Pemikiran Dan Pengembangan Pembelajaran,* 4(1), 418–424.

Kayanya, S., Subtema, N., Kekayaan, P., Di, A., Henny, I., Rahmawati, A., Anwar, W. S., & Mirawati, M. (2023). Pengembangan Media Pembelajaran Interaktif Berbasis Nearpod Tema. 16(1). https://doi.org/10.33369/pgsd

Marayasa, I. N., & Faradila, A. (2019). Pengaruh Motivasi dan Disiplin Kerja terhadap Kinerja Karyawan PT. Bank Dinar Indonesia. *Jurnal Ekonomi Efektif,* 2(1), 110–122.

Mckay, L., & Ravenna, G. (2016). Nearpod and the Impact on Progress Monitoring. CCNews, 27(1), 23–27. Retrieved from http://news.nearpod.com/CCTE Nearpod Research.pdf

Muhammad Maryam (2016). Pengaruh Motivasi Dalam Pembelajaran. *In Lantanida Journal* (Vol. 4, Issue 2).

Oktaviani, R., & Nurhamidah, D. (2023). Efektivitas Penggunaan Media Pembelajaran Interaktif Nearpod pada Mata Pelajaran Bahasa Indonesia. *Jurnal Didaktika Pendidikan Dasar,* 7(2), 717–726. https://doi.org/10.26811/didaktika.v7i2.1121

Pramesti, A. D., Masfuah, S., & Ardianti, S. D. (2023). Media Interaktif Nearpod Guna Meningkatkan Hasil Belajar Siswa Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, 9(1), 379–385. https://doi.org/10.31949/educatio.v9i1.4578

Rahman, S. (2021). Pascasarjana Universitas Negeri Gorontalo Prosiding Seminar Nasional Pendidikan Dasar "Merdeka Belajar Dalam Menyambut Era Masyarakat 5.0" Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar.

Rahmawati, H. A., Anwar, W. S., & Mirawati, M. (2023). Pengembangan Media Pembelajaran Interaktif Berbasis Nearpod Tema. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar,* 16(1), 15–20. doi.org/10.33369/pgsd

Sanmugam, M., Selvarajoo, A., Ramayah, B., & Lee, K. W. (2019). Use of Nearpod As Interactive Learning Method. *INTED2019 Proceedings,* 1(March 2020), 8908–8915. https://doi.org/10.21125/inted.2019.2219

Simanjuntak, E. B., & Panjaitan, N. Y. (2023). Pengaruh Media Pembelajaran Interaktif Berbasis Nearpod Untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar. *INNOVATIVE: Journal Of Social Science Research,* 3, 4517–4532.

Syofyan, R., & Husni, M. (2021). Pengembangan Media Pembelajaran Interaktif Berbasis Nearpod Untuk Meningkatkan Hasil Belajar Ekonomi. *Jurnal Ecogen*, 6(3), 422–433.

Widiyastuti, N., Slameto, S., & Radia, E. H. (2018). Pengembangan Media Pembelajaran Interaktif Menggunakan Software Adobe Flash Materi Bumi dan Alam Semesta. *Perspektif Ilmu Pendidikan,* 32(1), 77–84. https://doi.org/10.21009/pip.321.9.

Yuniarni, D., Sari, R. P., & Atiq, A. (2020). Pengembangan Multimedia Interaktif Video Senam Animasi Berbasis Budaya Khas Kalimantan Barat. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(1), 290. https://doi.org/10.31004/obsesi.v4i1.331.

Yunita, N. K. (2020). Penggunaan Media Nearpod Untuk Meningkatkan Motivasi Belajar Siswa Dalam Pembelajaran Pendidikan Agama Hindu Secara Daring di SD Petra Berkat Tahun Pelajaran 2020/2021. *Ilmu Pendidikan*, 3.