

# The Impact of Using Classpoint AI Interactive Learning Media on Class XI Students of SMA Negeri 4 Singaraja in the Pancasila Subject

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**Abstract.** Education requires media that is able to support the creation of an interesting and enjoyable learning process so that the knowledge provided can be well received by students. *Classpoint Ai* is one of the many learning media that is able to provide this aspect. The research aims to find out how much positive impact students feel when using this learning media in Pancasila Education subjects. The method used is descriptive with a quantitative approach using a questionnaire. A total of 30 class The collected data will then be presented with a percentage of the perception questionnaire score criteria. The research results show that students get a positive impact from using learning media *Classpoint Ai* with the criteria for strongly agree being in the percentage range of 70% to 90%. This positive response is due to the interesting features available in *Classpoint Ai* as an interactive learning medium.

**Keywords:** Learning Media, Pancasila Education, Classpoint

## 1 Introduction

In the 21st century, education must be flexible and be able to accept various developments so that it has an impact on the curriculum in schools focusing on students with four concepts of skills that are needed in the 21st century. This concept is known as the 4Cs, which consists of critical thinking, creativity, cooperation, and communication [1]. In order for students to be ready to face the demands of the world of work in the 4.0 Era, students must be able to understand these four concepts. Therefore, the learning process in educational institutions must be able to meet these requirements. One of them is by designing learning activities that were originally only teacher-centered with one-way interaction to student-centered activities with multi-directional interaction or interactive learning.

Interactive learning is the best way to provide a way of learning that is able to focus on both students and teachers. This learning process supports students in constructing their knowledge, aligning with the principles of constructivism [2]. The interaction between educators and students fosters a positive and engaging learning environment. Consequently, educators gain the flexibility to guide and motivate students more

effectively, both inside and outside the classroom. Furthermore, Government Regulation No. 19, paragraph (1), emphasizes that "the learning process in educational institutions must be conducted in an interactive, inspiring, enjoyable, and challenging manner. It should motivate students to participate actively, while providing sufficient space for initiative, creativity, and independence, in line with their talents, interests, and physical and psychological development.

Every aspect of human life has been influenced by the rapid advancement of technology and information that is happening today and education is one of the most affected aspects. According to Riadil et al., this change causes changes in the learning process [3]. The changes include the aspect of facilities, which were previously only physical facilities, and the aspect of the form of activities, which were previously face-to-face or virtual activities. Nowadays, it is very important for teachers to have technological skills, including the ability to use computers. According to Harmayani et al. Computers are tools used to process data according to procedures that have been formulated. Computers are one of the modern technologies that help teachers make learning materials better [4]. Many educational applications can be accessed by teachers through computers.

Learning media are different types of tools that can be used to convey messages and encourage students' thoughts, attention, feelings, and willingness to learn. According to Saleh et al. Learning media is essentially a means of conveying virgin information from communicators (teachers) to communicators (students) as recipients[5]. If the learning environment is designed systematically with learning media, it will be able to achieve learning goals optimally. It encourages a controlled, conscious, and purposeful learning process is considered an aid in the learning process[6]. It falls under the methodological component and is part of the learning environment created by the teacher. According to Solikah, the use of learning media in the classroom can affect students' psychology by increasing students' desires and interests, increasing motivation and stimulation to participate in learning activities, and increasing motivation to learn[7]. Nurrita stated that some of the benefits of using learning media are as follows: learning becomes easier and more interesting, student learning efficiency increases, increases student concentration, increases student desire to learn, provides a wide learning experience, and helps students get involved in the learning process [8]. The learning process can occur because there is interaction between teachers and students or interactive learning. In this interactive learning process, learning media is needed that can be in the form of software or hardware that acts as an intermediary in providing subject matter for students so that it can provide space for students to interact with their learning environment. One of the interactive learning media in the form of software is Classpoint media.

Classpoint is an application that is integrated with PowerPoint Presentation (PPT). This application was developed by INKOE, a technology provider [9]. This application can be obtained by downloading it for free from the Classpoint.io website. After downloading, the application will be directly integrated into PowerPoint. To use it, users need to register within PowerPoint. Once registered, they can access a variety of engaging features offered by Classpoint. These features enhance interaction between teachers and students, allowing

real-time communication during presentations. Interaction occurs when students connect to the teacher's Classpoint through the Classpoint.app website using the class code provided by the teacher. Classpoint offers several interactive features, including multiple choice questions, word clouds, short answers, slide drawing, image uploads, pens, a whiteboard background, pointers, erasers, highlighters, quick polls, and a "pick a name" tool. These diverse tools make Classpoint an engaging and interactive platform for learning, positioning it as a valuable resource for creating dynamic and student-centered learning environments [10]. Interesting learning media has an interactive nature with the first aspects being cooperation, communication, and interaction such as through games that motivate students in learning. According to Putri & Ardi, through her research, it is stated that the role of interactive multimedia in the learning process can attract students' interest in learning and can increase student participation in the process of building and discovering their own knowledge [11].

During the learning process in the subject of Pancasila Education, Classpoint has been used regularly. However, teachers haven't really studied user feedback, especially students. User impact is one of the elements that can be explored. Thus, this research was conducted to find out how the impact of students after using Classpoint as an interactive learning tool. This research can be the basis for decisions about how Classpoint should be used in the learning process.

## **2 Method**

This study uses descriptive research with a quantitative approach to analyze the impact felt by students as the use of Classpoint interactive learning media. Data was collected through a questionnaire instrument consisting of 14 statements spread across two aspects, namely the usability aspect and the cognitive aspect. The usability aspect is related to the extent to which the media is useful in learning activities. The usability aspect of Classpoint can be seen from the usefulness of Classpoint's various features. The cognitive aspect is related to knowledge that can be improved through the use of learning media in the classroom. Some of the statements contained in these two aspects are the result of modifications of research questions conducted by Firdiansyah and Pamungkas [12]. The statement was shared with respondents, namely grade XI students of the Department of Mathematics and Natural Sciences of SMA Negeri 4 Singaraja.

The assessment given by the respondents used the Likert scale as an instrument to measure the data collected. The criteria for the answer to strongly agree have a score of 5, the answer to agree has a score of 4, the answer to disagree has a score of 3, the answer to disagree has a score of 2 and the answer to strongly disagree has a score of 1. The translation of the results of the Likert scale is carried out using the following formula [13]:

The research data was analyzed by the presentation of the perception questionnaire score criteria (Table 1)

$$\text{Response Percentage} = \frac{\text{Number of Respondents' answers}}{\text{Total}} \times 100$$

**Table 1.** Criteria for the percentage of perception questionnaire scores

It	Percentage Interval	Criterion
1	75%-100%	Strongly agree
2	60%-79%	Agree
3	40%-59%	Disagree
4	20%-39%	Disagree
5	0%-19%	Strongly disagree

(Kurniawan & Kurniaman)[14]

### 3 Results And Discussion

This research was carried out by giving a list consisting of 14 statements to 30 students who used *Classpoint*. The fourteen items of the statement will represent several aspects that are benchmarks for the impact of the use of *Classpoint interactive learning media*. These aspects include usability aspects and cognitive aspects.

#### 3.1 Usability Aspect

This aspect will be measured in order to find out the usefulness of the use of interactive media *Classpoint*. The percentage level in this aspect is given 5 statements related to the ease of student in the application of media *Classpoint* At the time of the learning took place. The response from each statement in the questionnaire was positive.

The first statement is "students can understand the instructions from the teacher regarding evaluation during the use of *Classpoint* media," it is known that of the 30 students who gave answers, 23 students answered yes and 7 answered strongly agree. From this data, a percentage score of 86.32% was obtained which shows that the criteria are strongly agreed. This means that students respond strongly to the first statement.

The second statement, namely "the available questions vary greatly" was obtained from 30 students who filled out the questionnaire, 19 students agreed and 11 students answered strongly agree. Based on this data, a percentage score of 88.25% can be obtained, which means that the criteria are strongly agreed. This means that students strongly agree with the statement.

The third statement, which is "the available questions are not boring," it is known that of the 30 students who gave answers, 20 students answered yes and 10 students answered strongly agree. From this data, a percentage score of 87.36% was obtained which shows that the criteria are strongly agreed. This means that students respond strongly to the statement.

The fourth statement is "learning becomes more fun by using *Classpoint* media and is

not monotonous," It was obtained that out of 30 students who responded through lifting, 25 students answered yes and 5 students answered strongly agree. From this data, a percentage score of 81.36% was obtained which shows that the criteria are strongly agreed. This means that students respond strongly to the statement.

The fifth statement, namely "questions given according to the material and grade level," it was known that out of 30 students who gave answers, 23 students answered yes and 7 students answered strongly agree. From this data, a percentage score of 86.32% was obtained which shows that the criteria are strongly agreed. This means that students respond strongly to the statement.

A summary of all responses can be concluded that the media *Classpoint* can have a positive impact on students to be faster in understanding the various directions given by the teacher so that the learning process can run more efficiently and effectively. This is influenced by *tools* which can be found in *Classpoint*, where it can help display questions or writing from the teacher. The Annotation Settings menu displays these tools. This menu consists of a Background Whiteboard and a variety of pen options, and this tool lets you choose the type of background you want to use. *Classpoint* offers six background options for you to choose from as you see fit. There are also five pens with various colors that teachers can choose according to their wishes. When PowerPoint is fully displayed or a slide show, additional tools appear in the toolbar. These include laser pointers, erasers, quick pools, and pick a names. Laser pointer functions as a word or sentence pointer on the presentation display, eraser removes writing from the presentation display, and pick a name is used by the teacher to choose the name of the student in answering questions or following instructions from the teacher so that there is no element of subjectivity.

*Classpoint* functions well as a learning medium because the various tools available to it support learning activities in the classroom both in the learning process and evaluation. Learning media must function to make learning easier for teachers and students, provide a more real experience, interest students, and allow all students' senses to be activated. This is in line with what Aji & Setiyadi said, which states that there are three functions of the media of communication: fostering the desire to understand the lesson, building a relationship between teachers and students, and providing information that displays the teacher's explanations [15]. *Kelaspoint* is a useful tool for classroom learning, as shown by the study of its usefulness.

### **3.2 Cognitive Aspects**

The cognitive aspect is the most important aspect of education from the use of media *Classpoint* so that this aspect will get a place to measure. In this aspect, there will be 5 statements related to students' academic abilities after applying learning media *Classpoint* in the learning process of Pancasila Education. From the five statements, students gave many positive responses.

The first statement, namely "the questions presented hone problem-solving skills," data was obtained that of the 30 students who responded, 17 students answered yes, 13 students answered strongly agree. From this data, a percentage score of 73.68% was obtained which indicates the criteria for agreeing. This means that Iswa responded in agreement with the

statement.

The second statement, "the use of Classpoint can increase my knowledge of learning materials," was known from 30 students who answered that 20 students answered yes and 10 students answered strongly agree. From this data, a percentage score of 89.47% was obtained, which shows that the criteria are strongly agreed. This means that students respond strongly to the statement.

The third statement, which is that "questions presented through Classpoint can help remember the material longer," it was known that of the 30 students who gave answers, 18 students answered yes and 12 students answered strongly agree. From this data, a percentage score of 89.47% was obtained, which shows that the criteria are strongly agreed. This means that students respond strongly to the statement.

The fourth statement, namely "the use of Classpoint evaluation media helps me recall the subject matter that has been studied," it is known that of the 30 students who gave answers, 9 students answered yes and 21 students answered strongly agree. From this data, a percentage score of 93.68% was obtained which shows that the criteria are strongly agreed. This means that students respond strongly to the statement.

The fifth statement, which is "the questions given through Classpoint are in accordance with the learning material," it is known that of the 30 students who gave answers, 23 students answered yes and 7 students answered strongly agree. From this data, a percentage score of 87.36% was obtained which shows that the criteria are strongly agreed. This means that students respond strongly to the statement.

The overall student response shows that Classpoint media is very helpful in the learning process of cognitive aspects with various tools available, Classpoint helps students in honing problem-solving skills. For example, teachers can provide questions in the form of multiple choice pooling, word clouds, or short answers. These different forms of questions provide opportunities for students to hone their cognitive aspects, and the game modes that exist in Classpoint support this. Play activities can help improve cognitive abilities, such as knowing, remembering, thinking convergently, divergently, and giving assessments, cognitive abilities can be developed through play activities. In the play activities, the cognitive abilities developed are the ability to recognize, remember, think convergently, divergently, and give assessments. From the findings of the study, it can be concluded that the use of *Classpoint* can provide an improvement in students' cognitive abilities.

## **4 Conclusion**

*Classpoint* As an interactive learning medium can be used in various types of subjects. The application of this learning media to the subject of Pancasila Education has a positive impact from the students involved in using the media in each class. Students' responses to the two aspects measured, namely the usability aspect and the cognitive aspect, obtained presentation results from the range of 70% to 90%. This positive impact comes from the media *Classpoint* which has several interesting features to support the learning process. These features are also functional support *ClassPoint* As one of the interactive learning media, the

researcher recommends that this media be used in classroom learning activities.

Suggestions from researchers that this media be maximized in the learning process and integrated in various other subjects. This will add support to the learning process and can further explore the various features available in *Classpoint*

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