

Utilization of Nearpod as an Online Learning Media through Active Learning Strategies for Students

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Abstract, This research is motivated by the problems of lecturers and students during online learning. Lecturers lack insight into interactive digital platforms and the dilemma between synchronous and asynchronous. When synchronous, most students complained about signals, quotas, limited time, and communication patterns. When it was asynchronous, lecturers found it difficult to monitor students' processes. From the student side, 90% of students complained about signals, quotas, limited time, and communication patters during learning through Zoom or Google Meet. As many as 85% of students complained that the learning process was less interactive when learning asynchronously. The purpose of this study is to determine the learning interaction process, to obstacles faced, and student learning outcomes using the Nearpod platform and the application of active learning strategies in the Learning Media course. This type of research is descriptive qualitative. The research subjects were 56 students participating in the course. Data collection techniques by interviewing, distributing questionnaires, observation, and tests. The results showed that through Nearpod and active learning strategies, as many as 100% of students were more able to explore the material, 88% of students were more able to find material independently, 90% of students felt that learning was more interactive, and 84% of students found it easier to understand the material. The problem faced by students was the signal when playing video features in Nearpod. The test results showed that 61% of the students' average score was 87.74 (very good) and 39% of the average score was 60 (sufficient).

Keywords: learning media; Nearpod, online learning; active learning strategie

1 Introduction

Based on the Joint Decree (SKB) of the four ministries regarding the Guidelines for Implementation of Learning for the 2020/2021 Academic Year in the Covid 19 Pandemic Period that the implementation of education for areas in the yellow, orange, and red zones is carried out by Learning From Home (BDR) with an online learning model. The decree was set on June 15, 2020. Since Malang City is in the red zone, the learning and academic process at Brawijaya University in the Academic Year 2020/2021 is held online. This raises its own problems, both for lecturers and students. From the lecturer side, according to the results of

interviews with some of them in the Indonesian Language and Literature Study Program (Diksasindo), Brawijaya University on September 9, 2020, that around 94% of Diksasindo lecturers did not have insight into the types of online learning applications that were interactive, accessible, and appropriate with the characteristics of courses and students. In addition, the lecturers had a dilemma between synchronous or asynchronous learning models. If it was synchronous with Zoom or Google Meet, many students complained that signals, internet data, limited time, and communication patterns tend to be one-way. If it was asynchronous, then 85% of students complained that the learning process was less interactive. Lecturers also found it difficult to monitor student learning processes. Meanwhile, from the student side, according to the results of the questionnaire analysis, students said that lecturers generally only upload materials and assignments in Google Classroom. For assignments, the teachers rarely discussed and returned the results of the evaluations.

These problems must be resolved immediately. Lecturers must be creative and innovative in choosing strategies and media that are in accordance with the learning objectives and needs of students. According to Trilling and Fadel (2009), teachers must be creative in combining ICT that can accommodate learning messages, according to learning objectives and the characteristics of the students. Moreover, students in the current era are Alpha generations who often master ICT more than their teachers.

Especially if the courses taught by the lecturer are supporting subjects for the main profile of the Study Program. One of them is the Learning Media course. This course equips students with the competence to design and produce types of learning media. In practice, students must pay attention to the suitability of types of media with basic competencies, learning objectives, aspects of learner psychology, the role of teachers, learning theory, ACTION principles, and principles of effective online learning. Because 90% of students activities are in the form of planning, producing, and implementing media, lecturers must consider strategies and online learning platforms that can bridge these needs. If the lecturers implement a good learning strategy, then it will also be a role model for students.

Previous research that relates to the current one is Kuntarto's (2017) research on the effectiveness of online learning models in Indonesian language learning in Higher Education. The result showed that online learning was effective because it could improve students' ability to absorb the material, provided new learning experiences, and were more challenging. The role of the lecturer in this learning model was to master the media that they would be able to create a comfortable learning atmosphere which may increased student learning motivation.

In this research, Nearpod was chosen because the lecturer could add material, brainstorming activities, question and answer, tests, educational games in one platform. This platform can be set up for both synchronous or asynchronous learning. Lecturers are also provided with a recap of student evaluation results. They can operate it with their mobile phone or laptop. This platform was then combined with an active learning strategy to direct students to actively interact with the material, lecturers, other students, and also interact individually. According to Suyadi (2018), active learning strategy is a learning strategy created by teachers and emphasizes the activities of students in finding out with three stages of learning, namely exploring, discovering, and creating. Based on the above background, this research was conducted because it aims to determine the process of learning interaction, the obstacles faced, and student learning outcomes using the Nearpod platform and the application of active learning strategies in the Language Learning Media course.

2 Methods

This research can be considered as descriptive qualitative research because the purpose of this study is to determine the process of learning interaction, the problems faced, and student learning outcomes (Nazir, 2005). The research subjects were 56 students participating in the Language Learning Media course, in the Odd Semester, Academic Year of 2020/2021. For data collection techniques, first, the researcher interviewed lecturers at Dikdasindo about online learning problems. Second, she distributed questionnaires to students to find out the difficulty in online learning at the preliminary study stage as well as student responses and problems faced while using Nearpod with active learning strategies. Third, the observation of the learning process was held. Fourth, the test of learning outcomes for the Learning Media course on material types, characteristics, and general and specific media selection criteria.

3 Results

3.1. Student Interaction Process with Nearpod Utilization and Active Learning Strategies

At the exploring stage, students were asked to write their schematics about the types of media in the Collaborate Board feature in the Nearpod application. According to the results of the observation, students competed to write types of media because they wanted to register their names on these features. Then students were directed by the lecturer to slide Nearpod's slide to watch the material reinforcement video. After that, at the discovery stage, students were asked to move into the next slide again and watch an interactive video. In the video, there is material about the characteristics of learning media. However, at certain seconds, students must answer and couldn't skip the assessments before continuing to watch the video. The students seemed enthusiastic. The same procedure was applied for general and specific media selection criteria material. Finally, at the creating stage, students were asked to conclude learning material in the form of a concept map. According to the results of the questionnaire analysis, through Nearpod and active learning strategies, almost 100% of students were more able to explore the material, 88% of students were more able to find material independently, 90% of students felt learning was more interactive and varied, and 84% of students found it easier to understand the material.

3.2. Student obstacles in Nearpod Utilization and Active Learning Strategies

According to the results of questionnaire analysis and observations, student obstacles in the use of Nearpod, include the fact that all students were not used to operating Nearpod so that at the first they seem not nimble. However, after being given instructions, students were able to operate it well. Unfortunately, 11% of students experienced signal problems when playing videos. The impact was that students cannot answer questions at certain seconds in the video. Students also in the end had difficulty in concluding the material. However, to ease those difficulties, the lecturer opened a question and answer forum in the Collaborate Board feature before giving the final test.

3.3. Student Learning Outcomes

To test students' understanding of the entire material, the lecturer gave a test through the Time to Climb feature found in Nearpod. The test results showed that 61% of students were in

very good qualifications with an average score of 87.74, while 0% of students are in good qualifications, but 39% are insufficient qualifications with a grade point average of 60.

4 Discussion

The use of Nearpod and active learning strategies combined in the Learning Media course had been proven to help students explore the material, learned it independently, created interactive and varied online learning conditions, and made it easier for students to understand the material. The features in Nearpod that can be utilized for the fun in online learning consist of visual, audio, and audiovisual presentation features, the interactive game features, also evaluation features. If students were constrained by listening to video material in audiovisual form, the lecturer could also choose visual or audio features.

The most important thing was that lecturers must be creative in utilizing Nearpod's various features to combine them with the right learning strategy. According to Houx (2017), the application of digital platforms such as Nearpod will not be successful if students are only given access to technological devices, but are not actively involved in learning procedures because they do not know the tasks to be done and the benefits of the following learning.

For this reason, an active learning strategy was chosen and combined with various Nearpod features. The goal was for students to be more able to explore the material, found it working with interactive procedures on their own, and mastered the material while maintaining aspects of interactivity engagement even though Nearpod was applied with live participation or student-paced settings. Thus, learning did not only direct students to study material, but also optimized their metacognitive abilities (Harvey and Goudvis, 2000). The role of the lecturer, in this case, was to prepare material content, interactive games, evaluation in accordance with learning objectives, and active learning strategy procedures. In addition, lecturers also need to choose features in Nearpod that suit the learning objectives and characteristics of students. Lecturers could also arrange Nearpod operations through live participation or student-paced. This accommodated students who are constrained by internet data when Nearpod was operated as live participation through Zoom. Yudiawan's research results (2020) showed that synchronous learning with Zoom, Google Meet, and the like was not appropriate if applied in online learning because it imposed a quota fee on students.

5 Conclusion

The use of Nearpod with an active learning strategy in the Learning Media course made every student more able to explore the material, and most of them, which is 88% of students were more able to find material independently, then 90% of students felt that learning was more interactive and varied, and 84% of them found it easier to understand the material. The test results showed that 61% of students were in very good qualifications with an average score of 87.74; 0% of students are in good qualifications; 39% are insufficient qualifications with an average score of 60. Because of the ability of the lecturers to choose various features at Nearpod to support active learning strategy learning procedures. As for the signal constraints experienced by students when playing video material, the lecturer could overcome this problem by packaging the material in visual or audio form.

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