

## An Analysis of Students' Perception on The Use Of ClassPoint Interactive Learning Media in Semantic Class At UNIROW Tuban

Ariani Dwi Ningrum<sup>a\*</sup>, Dalila Salsabila<sup>b</sup>, Drs. Budi Susatyo, M.Pd<sup>c</sup>, Dr. Risa  
Triassanti, M.Pd<sup>d</sup>

<sup>a</sup> Universitas PGRI Ronggolawe, Tuban, Indonesia

<sup>b</sup> Universitas PGRI Ronggolawe, Tuban, Indonesia

<sup>c</sup> Universitas PGRI Ronggolawe, Tuban, Indonesia

<sup>d</sup> Universitas PGRI Ronggolawe, Tuban, Indonesia

\*arianiningrum7@gmail.com

---

### Abstract

Classpoint is one of the learning media that can fulfill interesting and fun learning process aspects. This study aims to determine students' perceptions of using Classpoint interactive learning media in subject activities. The approach used in this study is descriptive quantitative method by questionnaire. A total of 12 fourth semester students in English Language Education Study Program Universitas PGRI Ronggolawe Tuban who took Semantics class were given a questionnaire containing 13 statements representing aspects of satisfaction, usefulness, and motivation aspects. Collected data on the students were presented using the percentage score criteria from the perception questionnaire. The results showed that 74,23% students felt satisfied with the use of classpoint as their interactive learning media. 74,15% students felt the usefulness of classpoint in their learning progress, and 75,84% students felt motivated when they used classpoint as their learning media.

---

### 1. Introduction

Classpoint is an application integrated with PowerPoint Presentation (PPT). This application was developed by INKOE, a technology provider (Classpoint, 2000). This application can be obtained by downloading it for free via the Classpoint.io site. After downloading this application, it will be directly installed on PPT. Its use is done by registering on PPT. Furthermore, users can run various interesting features on Classpoint. These various features build interaction between teachers and students. One of the language skills that are important for students is reading skill. Having English reading skills may facilitate the students to comprehend reading texts in various genres (Panggabean et al., 2023). Interaction between the two parties can occur when students are connected to the teacher through the Classpoint.app website by using the class code contained in the teacher's Classpoint. (Abdelrady, 2022) found that using Classpoint in

the classroom boosted EFL learners' contentment with their education. Various features in Classpoint place Classpoint as an interactive learning media so that it can be grouped as interesting learning media (Amrina Rosyada & Hanna Sundari, 2021). Interesting learning media have interactive characteristics with aspects that prioritize collaboration, communication, and interaction such as through games that motivate students in learning (Irwan et al., 2019). According to (Hanifah & Adopsi, 2017), gamification is an approach to learning activities by utilizing various elements in games or video games that aim to motivate students in learning activities and increase feelings of pleasure and attachment to learning activities. Also written by (Sagoro, 2017) that with gamification, learning motivation, interest, effectiveness and learning outcomes can be improved. According to (Waty, 2023), learning activities that implement interactive classpoint learning, giving an impression separately for students. Classpoint has many features, such as anonymous feedback, customizable questions, data analysis tools, gamification, live results sharing, quizzes, polls/voting, etc. In the class of 2021, mostly students who presented their topic of semantics used quizzes and live results sharing, cited in (Triassanti et al., 2022) that way learning will not feel boring and students are more enthusiastic in learning. Similarly, (Sivapalan & bt Wan Ahmad, 2010) After they presented the material, they gave some quizzes and the live results came out after the quizzes ended. To save the result, they used real time data collection. The app promotes involvement, allowing students to demonstrate what they have learned (Bong & Chatterjee, 2022). (Amrina Rosyada & Hanna Sundari, 2021) stated that the use of Classpoint as a presentation media could improve the learning outcome of the students by 81% as they got scores above 75 as the minimum completeness scores. It is the same as the results of (Invertebrata, 2022) that the use of Classpoint as an interactive learning media in class motivates students. In this paper, the researchers will explore students' perceptions on the use of Classpoint interactive learning media in semantic class at Unirow Tuban to get a deeper understanding.

## **2. Research Method**

### *2.1 Design and Participant*

This study used descriptive quantitative research to analyze students' perception on the use of Classpoint as an interactive learning media, according to (Metcalf & Mischel, 1999), perception is a feeling and thought about something and a process. This means that a person can express what is on his mind. The researchers are focused on satisfaction, usefulness and motivation of the user from students that use classpoint. The data was collected through a questionnaire which consisted of 13 item statements spread over three aspects, namely satisfaction aspects, usefulness aspects and motivational

aspects. When using classpoint as an interactive media to enhance language skills in EFL students.

This research project was carried out at the University of PGRI Ronggolawe located in Tuban, it will be done over a week in 2023. The participants were students that come from English Language Education, it contains 14 students that participate answering questionnaires by google form with a range age of 19 to 25. They were given a task to create a material about semantics in Powerpoint that contained two people in their presentation as a group. After they presented the material in front of the class, they made a question by using classpoint that contains semantic material that has been presented to see whether their friend understood the material that they had been presented in the class using Powerpoint. After that, the other students could see their score on the screen and the lecture gave comments about the material that has been presented.

## 2.2 Data Collections and Analysis Techniques

In collecting the data, the researchers used surveys and questionnaires. On May 13, 2023, we conducted a survey by sharing a questionnaire link using google form which contains 13 questions on Google Form. 14 students filled it out expressing their various answers and perceptions about using Classpoint to enhance their language skills and the data was fully collected on 15 may 2023.

There are 13 statements on the survey. Which is classified into three types of perception, in this perception, the researchers take satisfaction, usefulness and motivation. They are (The answer towards the statement is Strongly agree, Agree, Neutral, Disagree and Strongly Disagree).

In analyzing the data, the researchers used descriptive statistics to analyze the questionnaire. The assessment given by respondents used a Likert scale as an instrument for measuring the data collected. Criteria for answers that strongly agreed had a score of 5, answers that agreed had a score of 4, answers that disagreed had a score of 3, answers that disagreed had a score of 2 and answers that strongly disagree had a score of 1 (Sugiyono, 2018). Translation of the results of the Likert scale was carried out using the following formula (Ariyawati et al., 2017):

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage of responses

F = The number of respondents'

N = Total scores

### 3. Result and Discussion

#### 3.1 Results

Research that has been done by giving a questionnaire with 13 statement items to 14 students gave positive results. The fifteen statement items represent several aspects assessed from the Classpoint learning media. This part presents the finding of the research then classifying the result into three aspects, such as: *Students' Satisfaction*

In this first aspect, the researcher found that students had a positive response. Satisfaction is an important aspect. In this aspect the researcher gave four statements related to students' satisfaction. The statements that showed satisfaction is number 1,2,12, and 13

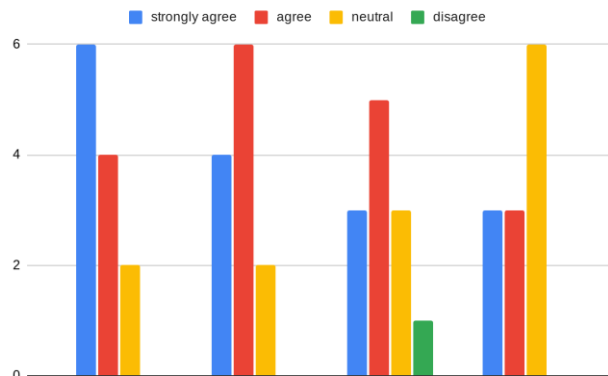


Fig. 1. Students' Satisfaction

The first statement is "I find Classpoint is very enjoyable and engaging during semantic class.". It is known that of the 12 students who gave answers, 6 students answered strongly agree, 4 students answered agree and 2 students answered neutral. From this data, a percentage score of 80% was obtained which indicated that the qualifications strongly agreed. This means that the student gave a response that strongly agreed to the statement.

The second statement is "I find ClassPoint is convenient and easy to access during semantic class.". It is known that of the 12 students who gave answers, 4 students answered strongly agree, 6 students answered agree and 2 students answered neutral. From this data, a percentage score of 76,92% was obtained which indicated that the qualifications strongly agreed. This means that the student gave a response that strongly agreed to the statement.

The third statement is "I feel confident to use classpoint in semantic class". It is known that of the 12 students who gave answers, 3 students answered strongly agree, 5 students answered agree, 3 student answered neutral, and 1 answered disagree. From this

data, a percentage score of 70,77% was obtained which indicated that the qualifications agreed. This means that the student gave a response that agreed to the statement.

The fourth statement is “I feel more satisfied about doing my work with classpoint than other media”. It is known that of the 12 students who gave answers, 3 students answered strongly agree, 3 students answered agree, and 6 answered neutral. From this data, a percentage score of 69,23% was obtained which indicated that the qualifications agreed. This means that the student gave a response that agreed to the statement.

### Usefulness

This is the second aspect, the researcher found that students had a positive response. Usefulness is an important aspect. In this aspect the researcher gave five statements related to students' usefulness toward classpoint. The statements that showed usefulness are number 3,7,8,9, and 10.

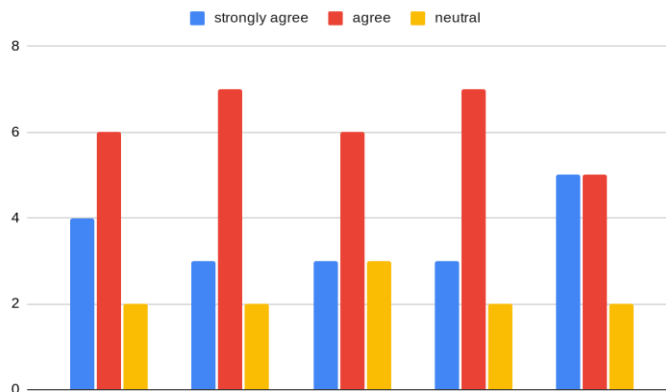


Fig. 2. Students' Usefulness

The first statement is "Classpoint has a variety of formats and options for learning semantics". It is known that of the 12 students who gave answers, 4 students answered strongly agree, 6 students answered agree and 2 students answered neutral. From this data, a percentage score of 76,92% was obtained which indicated that the qualifications strongly agreed. This means that the student gave a response that strongly agreed to the statement.

The second statement is "Classpoint is saving my time by providing pre-made lesson plans, quizzes, and assessments that can be easily accessed and graded". It is known that of the 12 students who gave answers, 3 students answered strongly agree, 7 students answered agree and 2 students answered neutral. From this data, a percentage score of 70,77% was obtained which indicated that the qualifications agree. This means that the student gave a response agree to the statement.

The third statement is “I find classpoint very flexible by allowing me to access any content from anywhere and anytime”. It is known that of the 12 students who

gave answers, 3 students answered strongly agree, 6 students answered agree and 3 student answered neutral. From this data, a percentage score of 73,84% was obtained which indicated that the qualifications agree. This means that the student who gave a response agrees with the statement.

The fourth statement is “Classpoint is useful in personalizing my learning experience by providing content that caters to my needs and my learning styles”. It is known that of the 12 students who gave answers, 3 students answered strongly agree, 7 students answered agree, 2 students answered neutral. From this data, a percentage score of 70,77% was obtained which indicated that the qualifications were agree. This means that the student gave a response that was agree with the statement.

The fifth statement is “Classpoints' tools make my learning outcomes better and help me retain information better”. It is know that of the 12 students who gave answers, 5 students answered strongly agree, 5 students answered agree, and 2 students answered neutral. From this data, a percentage score of 78,46% was obtained which indicated that the qualifications were strongly agree. This means that the students gave a response that strongly agree with the statement.

**Motivation**

This is the third aspect, the researcher found that students had a positive response. Motivation is an important aspect. In this aspect the researcher gave four statements related to students' motivation toward classpoint. The statement that showed students’ motivation towards classpoint are number 4,5,6, and 11.

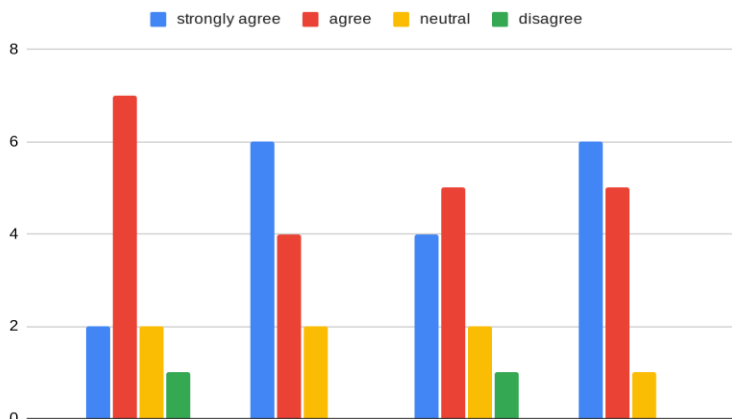


Fig. 3. Students’ Motivation

The first statement is "I receive feedback on my progress and performance while using classpoint in the semantics class". It is known that of the 12 students who gave answers, 2 students answered strongly agree, 7 students answered agree, 2 student answered neutral, and 1 student answered disagree. From this data, a

percentage score of 70,77% was obtained which indicated that the qualifications are agreed. This means that the student gave a response that agrees with the statement.

The second statement is "I am challenged to analyze questions quickly when questions are given using Classpoints". It is known that of the 12 students who gave answers, 6 students answered strongly agree, 4 students answered agree and 2 student answered neutral. From this data, a percentage score of 76,92% was obtained which indicated that the qualifications strongly agree. This means that the student gave a response strongly agreeing with the statement.

The third statement is "Learning evaluation with Classpoint media increases my competitiveness so that I can compete healthily with other colleagues". It is known that of the 12 students who gave answers, 4 students answered strongly agree, 5 students answered agree, 2 student answered neutral and 1 student answered disagree.

From this data, a percentage score of 73,84% was obtained which indicated that the qualifications are agree. This means that the student gave an agree response to the statement.

The fourth statement is "The scoring system in classpoint makes me want to become a top scorer". It is known that of the 12 students who gave answers, 6 students answered strongly agree, 5 students answered agree and 1 students answered neutral. From this data, a percentage score of 81,84% was obtained which indicated that the qualifications are strongly agreed. This means that the student gave a strongly agreeing response to the statement.

### 3.2 Discussion

In addition, the researcher will also show comparisons with previous studies. The results of this study have similarities with the previous studies. The result shows that the average scores of students satisfaction is about **74,23%**. It means that students felt satisfied to use classpoint as their interactive learning media in semantic class. It is also in line with the (Abdelrady, 2022) found that using Classpoint in the classroom boosted EFL learners' contentment with their education.

Various tools available in Classpoint support learning activities in class both in implementing the learning process and implementing learning evaluation so that Classpoint has the right function as a learning media. Through a study of useful aspects, it can be seen that Classpoint is a media that has benefits for the learning process in the classroom. Because of its various features, Classpoint qualifies as a more interactive and accessible learning tool categorized as a more interesting learning tool (Amrina Rosyada & Hanna Sundari, 2021). It is in line with researchers' results as the **74,15%** students agree that that classpoint has features or tools that made them satisfied. Classpoint learning resources really make it easier for students to understand a variety of instructions given by lecturers and other teaching staff, thereby increasing effectiveness and

enjoyment of the learning process. This is meant to be written about teaching staff that can be displayed using various tools in Classpoint learning media (Setiyanto, 2023).

(Invertebrata, 2022) states that the use of Classpoint as an interactive learning media in class motivates students. The overall answers given by students show that by using Classpoint students are highly motivated to learn both from the motivation to analyze the questions given, solve the questions, and grow a competitive spirit to increase interest in learning. It is in line with this study that **75,84%** of students gave a positive response. It means students feel motivated as they use classpoint as their interactive learning media. According to (Hanifah & Adopsi, 2017), gamification is an approach to learning activities by utilizing various elements in games or video games that aim to motivate students in learning activities and increase feelings of pleasure and attachment to learning activities. Also written by (Sagoro, 2017) that with gamification, learning motivation, interest, effectiveness and learning outcomes can be improved. According to Awaludin (2021), learning activities that implement interactive classpoint learning, giving an impression separately for students. Besides being able to interact during video conferences, students are given the opportunity to interact after the activity, even recording activities can be used to be reviewed again when there is an explanation of uncomprehended material. It has the same results as this study. The features of classpoint are also interesting, from aspect, appearance, sound, color or presentation.

#### **4. Conclusion**

Based on the research that has been done by giving a questionnaire with 15 statement items to 14 students gave positive results. The fifteen statement items represent several aspects assessed from the Classpoint learning media.

Regarding interventions, the use of interactive technology in teaching-learning practice has been suggested by some researchers to improve the learning satisfaction of EFL students. The present study also investigated the role of an interactive digital application, i.e. the ClassPoint tool, in enhancing the academic satisfaction of EFL students. The results indicate that the level of academic satisfaction of EFL learners engaged with ClassPoint is significantly higher than the level of academic satisfaction of EFL learners who do not participate with ClassPoint, supporting usefulness. the benefits of the ClassPoint tool in improving student satisfaction in learning.

The use of Classpoint learning media in Semantic courses got positive responses from students as seen from each student's responses to the three aspects measured, that is, aspects of satisfaction, aspects of usefulness, and aspects of motivation with a response percentage range of 74,15% to 75,84%. The positive response to Classpoint media is due to a number of interesting features that support Classpoint's function as an interactive learning medium making it suitable for use in learning activities.



## Acknowledgements

First of all, the researcher would like to thank Allah SWT because for the blessings and mercy the researcher was able to study until the end and was able to complete the article with the title “An Analysis Of Students’ Perception On The Use Of ClassPoint Interactive Learning Media In Semantic Class At UNIROW Tuban”. Do not forget the researchers also do much prayer to the last Prophet Muhammad SAW that has brought us to the way of truth in our life. This article was made with the support, guidance, encouragement and assistance from various parties. Including Drs. Budi Susatyo, M.Pd and Dr. Risa Triassanti, M.Pd as the advisor, the researchers express their gratitude and highest appreciation for all the guidance that has been given as well as encouragement and advice in compiling research who have also been willing to take the time to assist in the completion of the article.

## References

- Abdelrady, A. H. (2022). *An Empirical Study of ClassPoint Tool Application in*. 1–14.
- Amrina Rosyada, & Hanna Sundari. (2021). Learning from home environment : Academic writing course for EFL undergraduates through google classroom application. *Studies in English Language and Education*, 8(2), 710–725.
- Bong, E. Y., & Chatterjee, C. (2022). The Use of a ClassPoint Tool for Student Engagement During Online Lesson. *The Asian Conference on Education 2021: Official Conference Proceedings*, 501–509. <https://doi.org/10.22492/issn.2186-5892.2022.39>
- Emda, A. (2018). Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Lantanida Journal*, 5(2), 172. <https://doi.org/10.22373/lj.v5i2.2838>
- Firdiansyah, Y., & Pamungkas, H. P. (2021). Analisis Persepsi Mahasiswa Terhadap Penggunaan Kahoot Sebagai Media Evaluasi Pembelajaran Pada Mata Kuliah Teori Ekonomi Moneter. *JEKPEND: Jurnal Ekonomi Dan Pendidikan*, 4(1), 1. <https://doi.org/10.26858/jekpend.v4i1.15549>
- Hanifah, R., & Adopsi, P. (2017). Penggunaan Gamifikasi dalam Proses Pembelajaran Heni Jusuf Perangkingan Usability Website menggunakan Metode Multiple Criteria Decision .... *Raya Ciledug, Petukangan Utara, Jakar. (September ... , November*.
- Invertebrata, K. Z. (2022). *Jurnal Inovasi Pembelajaran Biologi*. 3(September), 76–87.
- Irwan, I., Luthfi, Z. F., & Waldi, A. (2019). Efektifitas Penggunaan Kahoot! untuk Meningkatkan Hasil Belajar Siswa. *Pedagogia : Jurnal Pendidikan*, 8(1), 95–104. <https://doi.org/10.21070/pedagogia.v8i1.1866>
- Metcalfe, J., & Mischel, W. (1999). A hot/cool-system analysis of delay of gratification: Dynamics of willpower. *Psychological Review*, 106(1), 3–19. <https://doi.org/10.1037/0033-295X.106.1.3>
- Panggabean, C. I. T., Triassanti, R., Avila Kurniawati, S., Ambarsari, L., & Novitasari, D. (2023). An Analysis of EFL Students’ Perspective on Classroom Activities during Extensive Reading Class. *JELITA: Journal of Education, Language Innovation, and Applied Linguistics*, 2(2), 81–92. <https://doi.org/10.37058/jelita.v2i2.7033>
- Sagoro, E. M. (2017). Keefektifan Pembelajaran Kooperatif Berbasis Gamifikasi Akuntansi Pada Mahasiswa Non-Akuntansi. *Jurnal Pendidikan Akuntansi Indonesia*, 14(2). <https://doi.org/10.21831/jpai.v14i2.12870>
- Setiyanto, S. (2023). Pandangan Mahasiswa dalam Penggunaan Media Pembelajaran Interaktif Pada Mata Kuliah Dokumentasi Kebidanan Menggunakan Classpoint. *Jurnal Innovation and Future Technology (IFTECH)*, 05(01), 69–78.
- Sitorus, M. M., Silalahi, L. H., Rajagukguk, H., Panggabean, N., & Nasution, J. (2021). The Effect Of



Higher-Order Thinking Skill (HOTS) In Reading Comprehension. *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature*, 9(1), 455–463.

Waty, H. R. (2023). *Pengembangan media pembelajaran interaktif E-Learning Pendidikan Agama Islam melalui aplikasi Classpoint*. 4(1), 1–10. <https://doi.org/10.32832/idarrah.v4i1.4583>

Triassanti, R., Innocenti, C., Penggabem, T., Susatyo, B., Wardhono, A., Magribi, S. Al, Siswa, P., & Guru, P. (2022). *DIDAKTIKA*, Vol 28 No 2 Februari 2022 *TEACHERS AND STUDENTS ' PERCEPTIONS ON THE USE OF ICT IN Risa Triassanti dkk*