VOLUME 02, NO. 2, DECEMBER 2023

ALLEMANIA

Journal homepage:
https://ejournal.upi.edu/index.php/allemania/index

EFFECTIVENESS OF NEARPOD LEARNING MEDIA IN LEARNING *PERSONALPRONOMEN IM AKKUSATIV* FOR SENIOR HIGH SCHOOL STUDENTS

Kalvin Karuna[1*], Mochammad Iqbal Nizzhar[2], Amir[3]
Universitas Pattimura[*], Universitas Pendidikan Indonesia

Article Info

Paper Type:
Research Paper

Received: September 08, 2023
Revised: October 02, 2023
Accepted: November 30, 2023
First Available online: December 20, 2023
Publication Date: December 20, 2023

Abstract

Pronomina has a big role in mastering German grammar. To master pronominal forms well, learning media is needed that can support the learning process. In today's modern era, learning media in the form of applications is an option amid the widespread use of smartphones, one of which is NearPod. The purpose of this research is to find out: 1) Students' ability in mastering Personalpronomen im Akkusativ material before the use of NearPod media, 2) Students' ability to master Personalpronomen im Akkusativ after using NearPod, 3) The effectiveness of NearPod media in improving students' learning ability in Personalpronomen im Akkusativ, and 4) Students' response to NearPod media. The research method used in this research is quantitative with the type of Quasi Experiment. The population in this study were all students of class X in the even semester of the 2022/2023 school year at SMA Negeri 4 Cimahi with the sample being 30 students from class X IPA 2 as the experimental class and 30 students from class X IPA 3 as the control class. The findings of this study are: 1) The initial ability of students in the experimental class is included in the deficient category, while the control class is classified as a failed category, 2) After using NearPod, the ability of students in the experimental class is in the good category, while the control class is in the sufficient category, 3) Based on the results of the Independent Sample t-Test, the use of NearPod as a learning media for Personalpronomen im Akkusativ proved to be effective. This can be proven from the significance value (2-tailed) which is less than 0.05 (0.00 < 0.05). In other words, there is a significant effect between learning using NearPod and conventional learning on the mastery of Personalpronomen im Akkusativ. 4) The majority of learners approve the use of NearPod in learning Personalpronomen im Akkusativ.

Keywords: *learning media, nearpod. personalpronomen im Akkusativ*

[1]*Corresponding author: kalvin.karuna@lecturer.unpatti.ac.id

1. INTRODUCTION

In today's modern era, foreign language is one of the important skills to master. In addition, the use of technology is also an important support for various aspects of modern life. Changes that can be felt with technology are easy and fast, this has an impact on the economy, communication, social, culture, health, and of course education. Mastery of foreign languages and technology will produce individual excellence to support their careers in the future.

One of the foreign languages studied as cross-interest learning at the Senior High School (SMA) level is German. In learning German, there are four skills that can support language skills, namely in German called *Hörverstehen* (listening skills), *Sprechfertigkeit* (speaking skills), *Leseverstehen* (reading skills), and finally *Schreibfertigkeit* (writing skills). One of the components that can support the mastery of these four skills is good grammar. Good grammar mastery is a major factor for students in learning German, including the rules for using personal pronouns in German (*Personalpronomen*).

To learn pronouns of people or objects in German, there are factors that support the learning process, one of which is supporting media that can increase one's interest and make it easier for students to master the knowledge being learned. In general, schools still use printed media in the form of textbooks or modules provided by the teacher. However, to adapt to this digitalization era, teachers must keep up with the times in the learning process by using technology at school.

The implementation of digital technology has made a real difference to the education sector and is expected to have an important impact on the quality of education, especially when the COVID-19 pandemic hit the whole world a few years back, making learning applications very much needed. Students are also required to be able to use learning applications properly, but sometimes there are still obstacles that are often faced either from teachers who are less proficient in technology or from the students themselves. In addition, technology can also support Distance Learning (PJJ) methods. In its implementation, various media or simple learning applications are generally used, but still support the use of existing textbooks or modules. After learning is back in school, it can be felt that most teachers will usually return to their old teaching habits. In the end, students will feel bored if they do not use interesting learning media during the learning process.

The selection of learning media greatly affects the learning outcomes of students and the achievement of learning objectives is the success of the teacher in delivering learning materials. To provide the learning process that is not monotonous, it would be nice if the teacher uses interactive media. In this study, NearPod learning media was chosen as a media that provides convenience to its users by providing complete features in one application that can support online or offline learning. For example, users can create interactive powerpoints, create games and quizzes, create 3D animations, have interactive discussions, and view learning content from Youtube and websites.

2. LITERATURE REVIEW

The continuity of the learning process will feel incomplete if it does not utilize and use interesting learning media. Interesting learning requires a lot of media to support learning. This is in line with the opinion of Azhari (2015, p. 44) "That the media is a form or means of delivering or delivering teaching messages". Then Petko, D (2019, p. 249) explains "*Der Einsatz von*

Lernmedien hat typischerweise das Ziel, Unterrichtsprozesse zu unterstützen und Lernprozesse zu verbessern." Translated into Indonesian, the use of learning media usually has a goal to support the learning process and improve the learning process for the better.

Good learning media certainly makes learning less boring. There are various kinds of learning media, but at this time, the learning media that is being widely used is digital-based learning media. There is an opinion from Dewi & Hilman (2018, p. 50) that says "Utilization of ICT as a learning tool can be done through the use of innovative software. The hope is that the use of this resource will encourage the thoughts, feelings, interests, and attention of students, so that the learning process can run smoothly." The statement is in line with the book entitled "*Digital Media for Learning*" by Martin & Betrus (2019, p. 3) which states that "Digital Media means digitized content including various media elements such as text, images, audio, video, and animation. These digital media can be delivered through a variety of solutions, including educational videos, games, and new learning environments." It can be interpreted that digital media includes various media elements such as text, images, audio, video, and animation. Digital media can be delivered through a variety of forms, including educational videos, games, and new learning environments.

The opinion of Puspitarini, Y.D., & Hanif, M (2019) states that "learning media serves as a support for the learning process, enabling the achievement of learning objectives. These media are considered as tools, both physical and non-physical, employed by teachers to enhance the effectiveness and efficiency of communicating educational content to students." (p. 54). It can be interpreted that learning media is used as a support for the learning process so that learning objectives can be achieved. Learning media itself is a tool, both physical and non-physical, used by teachers to convey learning materials to be effective and efficient.

The development of digital technology today, gives changes to learning media from conventional learning media to digital learning media. Therefore, the types of learning media are divided into several groups, as revealed by Susanti & Zulfiana (2018, p. 4) who divide and describe the types of learning media into three parts, namely:

a Visual media: Visual media is a learning tool that contains information, especially learning materials, presented in an interesting and creative way, focusing on the use of the sense of sight. Examples are pictures or photographs, concept maps, diagrams, posters, and charts.
b Audio media: Audio media or commonly referred to as listening media is media that contains learning material using the sense of hearing only. Examples such as, radio and language laboratory.
c Audio visual media: Audio visual media utilizes the senses of sight and hearing in presenting learning materials.

Furthermore, Hasan et al. (2021, p. 41) in his book entitled "*Learning Media*" explain the functions of learning media in detail, such as:

a. Overcoming failures in the communication process between teachers and learners.
b. Providing meaningful experiences in the learning process.
c. As a communication tool in the learning process.
d. Learning media as an information intermediary between teachers and students.
e. Maximizing the learning process

NearPod has been published since 2012 through the website, then for the new mobile-based application was published in 2014 and can be downloaded through the App Store (iOS) and Google

Play Store (Android). This digital-based learning media has been experienced and awarded. NearPod can currently be used on various software such as smartphones and computers. Sanmugam (2019) argues that "NearPod is accessible with internet connection. Students can view their learning materials during their lecture using the web browser or the free NearPod app using their own electronic devices like smartphones, tablets, and laptops. Lecturers are able to share their presentation slides with their students by providing a unique code at the start of the session (p. 8909)". The quote can be concluded that NearPod can be accessed using the internet either based on a Website or an application that can be downloaded on the learner's software, so that the presentation can be seen by each learner from a unique code shared by the teacher.

Quoted from the official website (NearPod, 2020) the strength of this application is that it has joined 75% of teachers from various districts in the United States, teachers from 150 different countries, and in 2020 this application has collected approximately 1.5 billion student insights and has more than 22,000 lessons, videos, and activities. NearPod is the right choice for users or teachers who want to do many things in making learning materials with just one application, because there are so many free features that can be used, such as learning animations packed with interesting games, interactive quizzes, 3D animation, virtual reality, even students can view learning content from YouTube and also websites. Based on the previous explanation, another excellent feature of NearPod is that it can provide options for teachers to conduct learning directly in other words (Live Participation), be it face-to-face or virtual. Then, teachers can apply the Asynchronous (Student-Paced) learning method, which aims to provide access to learning to students without being bound by a certain time and place, so they can learn according to the time limit set by the teacher. This allows learners to access learning materials flexibly according to their needs and availability.

In the preparation of learning materials, there are various features that can be utilized by teachers, such as creating PowerPoints, multiple-choice quiz, feedback in the form of images or text (Draw it), fill in the blank, card matching game (Memory Test), interesting quiz (Time to Climb), and interactive discussion (Collaborate Board).

3. METHODOLOGY

The research design used is Quasi Experiment with Non-equivalent Control Group Design. This research design is described by Sugiyono (2015, p. 116), namely the selection of the experimental group and the control group is not randomly selected, then using the experimental group that is given treatment while the other group is not given treatment or called the control group so that the final results will be seen.

The population of this study consisted of all students of class X SMAN 4 Cimahi in the academic year of 2022/2023. The samples used were students of class X IPA 2 as the experimental class and class X IPA 3 as the control class using Purposive Sampling technique or selecting groups intentionally and not randomly. The research instrument consists of 1) Learning Implementation Plan, 2) NearPod application, 3) Assessment instrument, and 4) Questionnaire. This research belongs to the type of parametric statistics, therefore it requires some research testing and analysis. The initial stage to test the research instrument used normality test and data validity test, and the

results were 16 questions out of 30 questions that could be said to be normally distributed and valid, but in this study, only 15 questions were used for pretest and posttest.

After the data is normally distributed and can be said to be valid, further statistical analysis is needed which consists of: 1) Data normality test, 2) Homogeneity test, 3) Test the significance of the mean difference, 4) Independent t-test, and 5) Questionnaire data processing. To conduct an individual evaluation, by measuring students' satisfaction with the use of NearPod as a learning media for *Personalpronomen im Akkusativ* material, Likert scale becomes the main focus to assess the usefulness of NearPod application for learning that has been given to students.

Table 1. Likert Scale Rating Interval (Pranatawijaya et al., 2019)

Very Disagree	No Agree	Simply	Agree	Strongly Agree
0% - 19,99%	20% - 39,99%	40% - 59,99%	60% - 79,99%	80% - 100%

4. RESULTS AND DISCUSSION

4.1 Students' Ability in Learning *Personalpronomen Im Akkusativ* Before Treatment

Based on the data from the pretest results in the experimental class, the lowest score obtained was 13 and the highest obtained a score of 66 out of a maximum score of 100 with an average experimental class score of 42.7. While in the control class pretest, the lowest score was 13 and the highest score was 66 with a maximum score of 100 with a class average of 33.0.

4.2 Students' Ability in Learning *Personalpronomen Im Akkusativ* After Treatment

Based on the data obtained from the posttest results in the experimental class after treatment using NearPod learning media, the lowest score was 60 and the highest score was 100 out of a maximum score of 100 and obtained an average class score of 79.7. Meanwhile, the control class that was not given the treatment got the lowest score of 40 and got the highest score of 86 out of a maximum score of 100, and got a class average of 63.7. Because this research requires an initial testing stage, it requires a description as below.

- Data Normality Test

Based on the results of the SPSS version 26 data, Kolmogorov- Smirnov was used with a significance level greater than 0.05. It is known that the pretest and posstest normality test results in the experimental class obtained a result of 0.011. This means that the normality test results in the experimental class are normally distributed. Furthermore, the normality test was carried out on the results of the pretest and posttest data in the control class and obtained a result of 0.74, which showed that the normality test results were normally distributed.

- Data Homogeneity Test on pretest and posttest

The data homogeneity test can only be done after testing the normality of the data. The purpose of this homogeneity test is to determine whether the samples taken come from a population with the same variance. This study used the Levene test using the SPSS version 26 application. It is known, the pretest value of the experimental class and control class obtained a result of 0.573.

It can be interpreted that the homogeneity test results are greater than 0.05. In addition to the pretest results, the homogeneity test was carried out on the posttest results of the experimental and control classes. The results showed a result of 0.118 (0.118> 0.05). This proves that the experimental class and control class come from a homogeneous or the same population. Therefore, the experimental class and control class are samples that can be compared.

- Significance Test of Mean Difference between pretest and posttest Data

After knowing that the data is normally distributed and homogeneous, the next step is to test the average difference using the Paired Sample t-test technique in the SPSS version 26 application. It is known that the average value of the pretest results in the experimental class before being given the NearPod learning media (treatment) gets a value of 42.70 and the average value of the posttest after being given the treatment is 79.70. This value shows that there is a difference in the average learning outcomes before and after treatment. From the Paired Sample t-test results in the table above, the Sig. (2-tailed) of 0.000 (0.000 <0.05) which means there is a significant difference between the pretest and posttest results in the experimental class.

Then, the average difference test was conducted in the control class. the average value of the pretest results in the control class was 33.07 and the average value of the posttest was 63.73. This shows the difference between the pretest and posttest results in the control class. In addition, based on the calculation results obtained from the Paired Sample t-test results in the table above, the control class obtained pretest and posttest results of 0.000 (0.000 <0.05). This shows that there is a difference between the pretest and posttest results. This means that the learning of *Personalpronomen im Akkusativ* in the control class increased even though it was not too significant.

- Independent Sample t-test

The basis for decision making in the Independent Sample t-test is:

1. If the significance value (2-tailed) <0.05 then H_0 is rejected and H_1 is accepted, meaning that there is a difference in the average pretest and posttest results between the experimental and control classes.
2. If the significance value (2-tailed) > 0.05 then H_0 is accepted and H_1 is rejected, meaning that there is no difference in the average pretest and posttest results between the experimental and control classes.

The results of the Independent Sample t-test calculation on posttest data between the experimental and control classes, obtained a significance value (2-tailed) of 0.000 (0.000 <0.05). Based on these facts, the H_0 criteria are rejected and H_1 is accepted, meaning that there is a difference in the average pretest and posttest results between the experimental and control classes. Furthermore, these results can be said that there is a significant difference in data on students who use NearPod learning media in learning *Personalpronomen im Akkusativ*.

4.3 Effectiveness of NearPod Learning Media in Students' Learning *Personalpronomen Im Akkusativ*

From the pretest average value, the experimental class obtained 42.70, then the control class pretest results got an average value of 33.07. Furthermore, the posttest value of the experimental class obtained a result of 79.70 and the control class only got an average value of 63.73. From these data, it can be seen that there was a significant increase in the average value in

the experimental class during the posttest compared to the pretest results. In addition, the comparison of pretest and posttest results in the control class did not show significant differences.

The effectiveness of NearPod learning media can be measured through data significance test using Independent Sample t-test calculation. The test criteria applied are: If the significance value (2-tailed) <0.05 then H_0 is rejected and H_1 is accepted. From the data processed and the results of calculations carried out by researchers, a value of 0.000 was obtained. This calculation shows that the significance value of the data is less than 0.05. It can be concluded that H_1 is accepted, namely the application of NearPod learning media is effective for learning *Personalpronomen im Akkusativ*. In addition, the processing of the questionnaire results totaling 10 statements is described using a bar chart and Likert scale using interval assessment criteria with average results of 69.4 (agree) and 77.4 (agree). In addition, the average score on the questionnaire results shows 69.4% and 77.4%. In other words, learning using NearPod learning media can make it easier for students to understand the material and make students happy to learn using NearPod.

5. CONCLUSION

The results of the pretest in the experimental class, the lowest score obtained was 13 and the highest obtained a score of 66 out of a maximum score of 100 with an average experimental class score of 42.7. While in the control class pretest, the lowest score was 13 and the highest score was 66 with a maximum score of 100 with a class average of 33.0. The initial test ability in the experimental class was in the deficient category, and the initial test ability in the control class was in the failed category.

From the posttest results in the experimental class after treatment using NearPod learning media, the lowest score was 60 and the highest score was 100 out of a maximum score of 100 and obtained an average class score of 79.7. In addition, the control class that was not given NearPod learning media (treatment) got the lowest score of 40 and got the highest score of 86 out of a maximum score of 100, and got a class average score of 63.7. The final test ability in the experimental class is in the good category while the control class is in the sufficient category.

Calculation of Independent Sample t-test on posttest data between experimental and control classes, obtained a significance value (2-tailed) of 0.000 (0.000 <0.05). Based on these facts, if the significance value (2-tailed) <0.05 then H_0 is rejected and H_1 is accepted. Conversely, if the significance value (2-tailed) > 0.05, H_0 is accepted and H_1 is rejected. Thus, it can be concluded that there is an effect of learning using NearPod learning media in contrast with conventional learning methods on learning *Personalpronomen im Akkusativ*.

The distribution of questionnaires proves the results of students' responses to NearPod learning media, especially in *Personalpronomen im Akkusativ* material by calculating the interval of the Likert scale. Of the 30 students who filled in the questionnaire data, the results obtained in question 1 were 72.66% (agree), question 2 obtained a result of 78.66% (agree), question 3 obtained a result of 75.33% (agree), question 4 was 78.66% (agree), question 5 got a score of 78% (agree), question 6 got a result of 76% (agree), question 7 got a result of 80.66% (strongly agree), question 8 got 75.33% (agree), question 9 got a score of 78.66% (agree), and the last question got a score of 80.66% (strongly agree). The majority of students agree with the use of NearPod as learning media, especially for *Personalpronomen im Akkusativ* material.

REFERENCES

Azhari, A. (2015). The role of educational media in improving the Arabic language skills of madrasah students. *Scientific Journal of Didaktika: Scientific Media for Education and Teachers,* 16*(1), 43-60.*

Dewi, S. Z., & Hilman, I. (2019). The use of tik as an innovative learning resource and media in elementary schools. *Indonesian Journal of Primary Education,* 2*(2), 48-53.*

Martin, F., & Betrus, A. K. (2019). *Digital media for learning*.

Petko, D. (2019). Medien im Unterricht. *Handbuch Unterrichten an allgemeinbildenden Schulen*, 249-56.

Pranatawijaya, V. H., Widiatry, W., Priskila, R., & Putra, P. B. A. A. (2019). Application of Likert scale and dichotomous scale in online questionnaire. *Journal of Science and Informatics*, 5*(2), 128-137.*

Puspitarini, Y. D., & Hanif, M. (2019). using learning media to increase learning motivation in elementary school. *Anatolian Journal of Education,* 4*(2), 53-60.*

Sanmugam, M., Selvarajoo, A., Ramayah, B., & Lee, K. W. (2019). *Use of nearpod as interactive learning method. Inted2019 Proceedings, 1, 8908-8915.*

Sugiyono. (2015). *Educational research methods quantitative, qualitative, and R&D approaches.* Bandung: Alfabeta.

Susanti, S., & Zulfiana, A. (2018). Types of media in learning. *Types of media in learning, 1-16.*

Hasan, M., Milawati, M., Darodjat, D., Harahap, T. K., Tahrim, T., Anwari, A. M., ... & Indra, I. (2021). *Learning media*.

NearPod. (2020). Accessed on October 14, 2022 from: http://www.microsoft.com/idid/education/partners/showpartnersdetails.aspx?id=2033491&i=false&t= 74 0&p=1&ps=24)

NearPod Official Website. Accessed on October 10, 2022 from: https://nearpod.com/about?id=2033491&i=false&t= 74 0&p=1&ps=24).