DOI: https://doi.org/10.33487/edumaspul.v9i1

EDUMASPUL
JURNAL PENDIDIKAN

Vol 09 No. 02 (2025) page 697-702

p-ISSN 2548-8201 | e-ISSN 236-0469
https://ummaspul.e-journal.id/maspuljr/

The Effectiveness of Using Nearpod Media on the Learning Outcomes of Grade XI Students in Geography Subject at SMA Negeri 4 Sidrap.

Nur Fadilah, Abd. Kahar, Muhammad Takdir
[123] Universitas Muhammadiyah Sidenreng Rappang
Email : nurfadilah2173@gmail.com

Receive: 12/06/2025	*Accepted: 02/09/2025*	*Published: 01/10/2025*

Abstrak

Penelitian ini bertujuan untuk menguji efektivitas media Nearpod dalam meningkatkan hasil belajar Geografi siswa kelas XI IPS di SMA Negeri 4 Sidrap. Permasalahan utama yang dihadapi adalah rendahnya motivasi belajar dan partisipasi siswa akibat metode pembelajaran yang monoton. Penelitian menggunakan pendekatan kuantitatif dengan desain *one group pretest-posttest*, melibatkan 19 siswa sebagai sampel. Data dikumpulkan melalui tes dan kuesioner, lalu dianalisis menggunakan rumus mean. Hasil menunjukkan peningkatan nilai rata-rata dari 60,5 (pre-test) menjadi 85 (post-test). Mayoritas siswa mencapai nilai di atas KKM, serta menunjukkan peningkatan dalam ketepatan waktu menyelesaikan tugas. Kesimpulannya, media Nearpod efektif meningkatkan hasil belajar, pemahaman, dan kedisiplinan siswa.

Kata Kunci: Nearpod, Hasil Belajar, Geografi, Media Interaktif.

Abstract

This study aims to examine the effectiveness of Nearpod media in improving the Geography learning outcomes of Grade XI Social Science students at SMA Negeri 4 Sidrap. The main issue addressed is the low student motivation and participation due to monotonous teaching methods. This research employed a quantitative approach with a one-group pretest-posttest design, involving 19 students as the sample. Data were collected through tests and questionnaires, then analyzed using the mean formula. The results showed an increase in the average score from 60.5 (pre-test) to 85 (post-test). The majority of students achieved scores above the minimum passing grade (KKM) and demonstrated improvements in task completion punctuality. In conclusion, Nearpod media is effective in enhancing students' learning outcomes, comprehension, and discipline.

Keywords: Nearpod, Learning Outcomes, Geography, Interactive Media.

Introduction

Education is a conscious and systematic effort to create a learning environment and learning process that allows students to actively develop their potential. Fundamentally, education aims to foster and develop the innate abilities of each individual. As a basic human need, education must be fulfilled throughout life. One of the major challenges faced by the education sector today is how to improve its quality in order to achieve its intended goals. One of the efforts to achieve these goals is through curriculum improvement.

The Merdeka Curriculum is an educational system developed by the Indonesian government in 2020 as an enhancement of the 2013 Curriculum. This curriculum targets elementary, junior high, and senior high school levels. The main focus of the Merdeka Curriculum is to promote student independence and courage in the learning process while providing flexibility for teachers to apply teaching methods tailored to students' needs. It emphasizes character building—such as honesty, responsibility, and tolerance—and the development of critical, creative, and collaborative thinking skills.

In the 21st-century learning context, students are expected to learn through real-life examples, applications, and experiences inside and outside the classroom. Therefore, the required competencies include critical thinking and problem-solving, creativity, communication

skills, and the ability to work collaboratively. Teachers must also adapt to technological advancements, integrating technology into learning activities to meet 21st-century demands. This integration is considered an essential component of modern education.

Technology-based learning media play a crucial role in today's education. Although various types of media have been developed, not all educators possess the necessary skills to use them effectively. Many teachers find it challenging to design technology-supported learning experiences. Due to limited technological skills and time constraints, some teachers revert to traditional methods, relying heavily on textbooks and lectures. This contributes to decreased student motivation and engagement in class.

Conventional learning methods that lack technological integration tend to reduce student motivation and learning outcomes. Traditional approaches—centered on textbooks and lectures—make the learning process less interactive. In contrast, technology-based interactive media can significantly boost students' learning motivation and academic performance. Psychological factors, including motivation, interest, and readiness, are closely linked to students' academic achievement. Thus, teachers must embrace technology to deliver more engaging and effective lessons.

Based on observations at SMA Negeri 4 Sidrap, Geography learning in Grade XI still faces several challenges. Students show low motivation and minimal active participation during class, especially in discussions and concept exploration. One contributing factor is the limited use of interactive media, resulting in monotonous teaching practices dominated by lectures and static presentations. This indicates a need for innovation in teaching methods.

To address this issue, the integration of Nearpod in Geography classes becomes highly relevant. Nearpod, with its interactive features, allows students to explore learning materials independently and interactively, creating a more engaging and effective learning experience. This study therefore aims to investigate the effectiveness of Nearpod in improving the Geography learning outcomes of Grade XI students at SMA Negeri 4 Sidrap. It also seeks to examine students' motivation and responses to technology-based learning.

Nearpod is a web- and app-based learning platform that supports interactive classroom activities through features like quizzes, collaborative boards, polls, and multimedia presentations. Accessible on both iOS and Android devices with an internet connection, Nearpod enhances learning by making it more engaging and participatory. With these features, Nearpod promotes active involvement among students and supports a meaningful and disciplined learning process. This study is titled "The Effectiveness of Using Nearpod Media on the Learning Outcomes of Grade XI Students in Geography at SMA Negeri 4 Sidrap."

Method

This study employed a quantitative approach to objectively measure the effectiveness of Nearpod as a learning medium in improving student learning outcomes. Quantitative research focuses on the collection and analysis of numerical data to identify patterns, relationships, or differences between variables. It is commonly used to test hypotheses and provide generalizable results. In this study, the quantitative approach was used to evaluate the impact of using Nearpod media in Geography learning for Grade XI students at SMA Negeri 4 Sidrap.

The research design used was a pre-experimental design with the type of one-group pretest-posttest design. In this design, a single group of participants is tested before and after the treatment is applied. The pretest is used to determine the students' initial abilities before the application of the Nearpod media, while the posttest is conducted after the treatment to assess the improvement in learning outcomes. This design helps in identifying the effectiveness of the intervention by comparing the results before and after the treatment.

The variables in this study consisted of two types: the independent variable and the dependent variable. The independent variable was the use of Nearpod media in the learning process, while the dependent variable was the students' learning outcomes in the Geography subject. Learning outcomes were measured through pretest and posttest scores, which reflect the students' understanding and mastery of the material before and after using the media.

The sample in this study was selected using purposive sampling technique. The sample consisted of 19 students from the Grade XI Social Science class at SMA Negeri 4 Sidrap. This class was chosen based on certain considerations, such as the suitability of the subject matter and the

learning conditions that aligned with the research objectives. The sample selection allowed the researcher to focus on analyzing specific aspects related to the effectiveness of Nearpod in teaching Geography.

To collect data, the researcher used three instruments: observation, test, and questionnaire. Observations were carried out to monitor the learning process and the students' behavior during lessons. The test instrument included pretest and posttest in the form of multiple-choice questions designed to assess students' knowledge and comprehension. Meanwhile, the questionnaire was distributed to gather students' responses and perceptions toward the use of Nearpod media in the classroom.

For data analysis, the mean formula was used to compare students' pretest and posttest scores. The mean scores were calculated to determine the overall improvement in learning outcomes after the use of Nearpod. If the average posttest score was significantly higher than the pretest score, it indicated that the media was effective in improving students' academic performance. The results from the questionnaire and observation supported the quantitative findings by providing insights into student engagement and learning discipline during the lessons.

Result and Discussion

This study was conducted on 19 students of Grade XI Social Science class at SMA Negeri 4 Sidrap. The purpose was to determine the effectiveness of Nearpod media in improving student learning outcomes in Geography. Data were collected through pretest and posttest, as well as student questionnaires. The test consisted of 20 multiple-choice questions, while the questionnaire assessed students' responses toward the use of Nearpod.

The results of the pretest showed that students' initial understanding of the material was relatively low. The average pretest score was 60.5, with the highest score being 90 and the lowest 45. This indicated that before the use of Nearpod, many students had not yet reached the minimum mastery criteria (KKM) of 80. After the implementation of Nearpod, the posttest results significantly improved. The average score increased to 85, and all students scored above the minimum mastery criteria. This demonstrates the impact of Nearpod on enhancing students' understanding and learning performance.

To assess learning mastery, a student questionnaire was distributed. 94% of students reported that their scores improved after using Nearpod, while 100% expressed better comprehension and confidence in answering the questions. These findings indicate a strong positive effect on learning engagement and motivation.

The study also evaluated students' timeliness in completing tasks and participating in class. Results showed that 100% of students submitted tasks on time and followed quizzes without delays. This shows that Nearpod helped create a more disciplined and structured learning environment.

In summary, the data analysis showed a significant difference between pretest and posttest scores, demonstrating the effectiveness of Nearpod media. The combination of test scores and student feedback supports the conclusion that Nearpod enhances both academic achievement and learning behavior.

The positive outcomes are not only seen in cognitive improvements but also in students' affective and behavioral changes. Their learning enthusiasm, attention to time, and willingness to participate in activities improved after the use of this interactive learning media.

DISCUSSION

The findings of this study revealed that the use of Nearpod media significantly improved student learning outcomes in Geography. The increase in the mean score from 60.5 (pretest) to 85.0 (posttest) indicates a substantial enhancement in students' understanding of the subject matter. This confirms that Nearpod is an effective tool for delivering engaging and interactive lessons.

Before Nearpod was introduced, students relied on conventional learning methods that were teacher-centered and heavily dependent on textbooks. This made the learning process less stimulating, resulting in low motivation and minimal participation. After the integration of Nearpod, students became more actively involved in the learning process.

Nearpod provides various features such as quizzes, polls, interactive slides, and collaborative boards. These features make learning more dynamic and participatory. Students are not just passive recipients of knowledge but are engaged in activities that

promote deeper understanding and retention of concepts.

The use of interactive media aligns with the demands of 21st-century education, which emphasizes student-centered learning, creativity, collaboration, and digital literacy. Nearpod supports these principles by allowing students to interact with the content, reflect on their understanding, and provide instant feedback to teachers.

From the aspect of learning mastery, the majority of students achieved scores above the minimum passing criteria. This indicates that Nearpod helps in delivering material effectively and ensures students comprehend the content thoroughly. It fosters a more personalized and enjoyable learning experience.

In addition to improved scores, the research also found a positive shift in students' learning discipline. The structured format of Nearpod encourages timely participation and task completion. Students reported better time management and increased focus during learning sessions.

Teachers also benefited from the use of Nearpod, as the platform allows real-time monitoring of student responses, helping teachers identify students who need further assistance. This data-driven approach helps improve teaching strategies and classroom management.

Overall, the discussion confirms that Nearpod not only improves academic outcomes but also promotes behavioral changes such as discipline, motivation, and participation. These findings support the hypothesis that Nearpod is an effective educational tool for enhancing student performance in Geography

Conclusion

Based on the results of this study, it can be concluded that the use of Nearpod media is effective in improving the learning outcomes of Grade XI students in the Geography subject at SMA Negeri 4 Sidrap. The average posttest score of 85 showed a significant increase compared to the pretest score of 60.5. This improvement indicates that Nearpod helps students better understand the material through its interactive, engaging, and structured presentation.

In addition to enhancing academic performance, the use of Nearpod also positively influenced student behavior and attitudes toward learning. Students demonstrated greater motivation, discipline, and punctuality in completing assignments. The interactive features of Nearpod encouraged active participation, made the learning experience more enjoyable, and supported the achievement of learning objectives.

Therefore, Nearpod can be recommended as an effective alternative media for teaching Geography and other subjects. Its integration into classroom instruction not only improves cognitive outcomes but also fosters a more engaging and student-centered learning environment. Teachers and schools are encouraged to adopt technology-based media like Nearpod to enhance the quality of education in the digital era.

References

Andayani, Y., Sridana, N., Kosim, R., Setiadi, D., & Hadiprayitno, G. (2019). Harapan dan Tantangan Implementasi Pembelajaran IPA dalam Konteks Kompetensi Keterampilan Abad 21 Di Sekolah Menengah Pertama. Jurnal Edukasi Sumba (JES), 3(2), 120–128. https://doi.org/10.53395/jes.v3i2.56.

Armadani, P., Sari, P, K., Abdullah, F, A., Setiawan, M. (2023). Analisis Implementasi Kurikulum Merdeka Belajar Pada Siswa-Siswi SMA Negeri 1 Junjung Sirih. Jurnal Ilmiah Wahana Pendidikan. ISSN: 2089-5364.

Arsyad, A. (2017). Media Pembelajaran. Jakarta: Rajawali Pers.

Biassari, I., & Putri, K, E. (2021). Penggunaan Video Pembelajaran Interaktif Berbasis Aplikasi Nearpod Pada Materi Kecepatan Di Sekolah Dasar. SEMDIKJAR.

Candra Susanto, P., Ulfah Arini, D., Yuntina, L., Panatap Soehaditama, J., & Nuraeni, N. (2024). Konsep Penelitian Kuantitatif: Populasi, Sampel, dan Analisis Data (Sebuah Tinjauan Pustaka). *Jurnal Ilmu Multidisplin*, *3*(1), 1–12. https://doi.org/10.38035/jim.v3i1.504

Faradillah, Andi Sadapotto, & Sam Hermansyah. (2025). Analysis of Student's Learning Difficulties in the English Language Subject Class VI Primary School: A Case Study at SDI Kalepu. *INTERACTION: Jurnal Pendidikan Bahasa*, *12*(1), 1029–1037. https://doi.org/10.36232/interactionjournal.v12i1.3467

Faqih, M. (2019). Efektivitas Penggunaan Media Pembelajaran Mobile Learning Berbasis Android. Konfiks: Jurnal Bahasa, Sastra dan Pengajaran, 03(02), 343–358. http://ejournal.umm.ac.id/index.php/jipt/article/view/3536/4069.

Hasibuan, A. T., & Prastowo, A. (2019). Konsep Pendidikan Abad 21: Kepemimpinan Dan Pengembangan Sumber Daya Manusia Sd/Mi. MAGISTRA: Media Pengembangan Ilmu Pendidikan Dasar dan Keislaman, 10(1), 26–50. https://doi.org/10.31942/mgs.v10i1.2714

Khasinah, S. (2021). Discovery Learning: Definisi, Sintaksis Keunggulan dan kelemahan

Nirwana, N. (2022). Efektivitas Model Pembelajaran Simulasi Berbantuan Permainan Geo Explore pada Mata Pelajaran Geografi Siswa Kelas XI IPS 1 SMA Negeri 6Kerinci. *Jurnal Ilmiah Dikdaya*, *12*(2), 437-444.

Nurfhadillah, S. (2021). Media Pembelajaran: Pengertian Media Pembelajaran, Landasan, Fungsi, Manfaat, Jenis-Jenis Media Pembelajaran dan Cara Penggunaan Kedudukan Media Pembelajaran. Sukabumi: CV Jejak.

Nurrita, T. (2018). Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa. Jurnal Ilmu-Ilmu Al-Qur'an, Hadist, Syari'ah dan Tarbiyah.
Vol. 03. No. 01

Perlawanan, A. T., Jusniar, J., & Majid, A. F. (2022). The effect of nearpod interactive media in the discovery learning model on the learning outcomes of class XI MIA MAN 4 bone students (study on acid-base subject matter). *UNESA Journal of Chemical Education*, *11*(3), 220-226.

Powa, N. W., & Murniarti, E. (2022). The analysis of nearpod use in mathematics online learning at vocational school. *Jurnal Dinamika Pendidikan*, *15*(2), 83-89.

Purwanto, N. (2011). Evaluasi Hasil Belajar. Bandung: Remaja Rosdakarya.

Rahayu, R., Iskandar, S., & Abidin, Y. (2022). Inovasi Pembelajaran Abad 21 dan Penerapannya di Indonesia. Jurnal Basicedu, 6(2), 2099–2104. https://doi.org/10.31004/basicedu.v6i2.2082

Redhana, I. W. (2019). Mengembangkan Keterampilan Abad Ke-21 Dalam Pembelajaran Kimia. Jurnal Inovasi Pendidikan Kimia, 13(1).

Riyana, C. (2012). Media Pembelajaran. Jakarta: Direktorat Jendral Pendidikan Islam.

Setyaningsih, S., Rusijono, R., & Wahyudi, A. (2020). Pengaruh Penggunaan Media Pembelajaran Interaktif Berbasis Articulate Storyline Terhadap Motivasi Belajar dan Hasil Belajar Siswa Pada Materi Kerajaan Hindu Budha di Indonesia. Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan, 20(2), 144 156. https://doi.org/10.30651/didaktis.v20i2.4772

Sherlan Argeta, Sam Hermansyah, Nur Hikmah, & Isumarni. (2025). Strategies for One-On-One Interaction to Enhance English Speaking Skills among EFL Students at MTS YMPI Rappang. *INTERACTION: Jurnal Pendidikan Bahasa*, *12*(1), 1201–1211. https://doi.org/10.36232/interactionjournal.v12i1.3833

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

Sumiharsono, R., & Hasanah, H. (2018). Media Pembelajaran. Jember: Pustaka Abadi.

Susana, A. (2019). Pembelajaran Discovery Learning Menggunakan Multimedia Interaktif. Bandung: Tata Akbar.

Syamsidah., Jusniar., Ratnawati, T., Muhidin, A. (2023). Model Discovery Learning. Sleman: CV Budi Utama.

Susilowati, R. (2019). Penerapan Media Pembelajaran Interaktif dalam Meningkatkan Motivasi Siswa. Jurnal Inovasi Pendidikan, 8(1), 25-32.Kelemahan. Jurnal MUDARRISUNA. Vol. 11. No. 3. ISSN: 2089-5127

Setiawan, M., A. (2017). Belajar dan Pembelajaran. Ponorogo: Uwais Inspirasi Indonesia

Sumardi. (2020). Teknik Pengukuran dan Penilaian Hasil Belajar. Sleman: Deepublish.

Septiyanti, A. D. (2023). *Efektivitas penggunaan Nearpod sebagai media pembelajaran interaktif pada materi redoks* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah jakarta).

Tarumasely, Y. (2023). Pembelajaran Interaktif Berbantu Nearpod: Membangun Kemandirian dan Kecakapan Belajar Siswa. Lamongan: Academia Publication.

Utami, V. U., Ardi, A., Lufri, L., & Fuadiah, S. (2021). Media Pembelajaran E Learning Berbasis Edmodo pada Materi Sistem Gerak. Journal for Lesson and Learning Studies, 4(2), 217–223. https://doi.org/10.23887/jlls.v4i2.34238.

Yusuf, M. (2014). Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan. Jakarta: Kencana

Zein, A., Rukhmana, T., Arif, M., Novelti., Yunidar., Katili, A, Y., Khasanah., Arfianto, A, Z., & Dumiyati. (2023). Teori Dasar Pembelajaran. Batam: Cendikia Mulia Mandiri