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THE USE OF NEARPOD MEDIA IN THE SOCIAL SCIENCES SUBJECT AT ISLAMIC ELEMENTARY SCHOOL

Rahmad[1], Musdzalifah Oktaviany[2], Nur Inayah Syar[3]
[12]Institut Agama Islam Negeri Palangka Raya; Indonesia
[3]University of Pécs; Hongaria
Correspondence Email; rahmad@iain-palangkaraya.ac.id

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Abstract

This study aims to describe whether there is an improvement in student learning outcomes after using Nearpod as a learning medium in the IPAS (Integrated Science and Social Studies) subject, specifically on electrical energy and technology in everyday life. This research employs a quantitative method with a Pre-Experimental Design. The population comprises all fifth-grade students at MIS Al-Jihad Palangka Raya, with Class VC selected as the sample using a purposive sampling technique. The instruments used include observation, pre-test, and post-test assessments. The instrument test was conducted in Class VIC, resulting in 21 valid items with a reliability coefficient of 0.873. Observations were carried out by directly assessing the learning process conducted by the fifth-grade teacher, using 17 observation indicators. The prerequisite tests included the normality test (0.407) and the homogeneity test (0.228). The study results showed that using Nearpod during classroom observation yielded a score of 95%, which falls into the very high category. The researchers measured the effectiveness of improving students' learning outcomes using the N-Gain score and obtained a value of 0.63, indicating moderate effectiveness. The t-test analysis produced a significance value of < 0.000. Based on the decision rule, since the significance value is less than 0.05, the researchers rejected the null hypothesis (H_0) and accepted the alternative hypothesis (H_a). Therefore, they concluded that the use of Nearpod had a significant effect on student learning outcomes.

Keywords Madrasah Idtidaiyah, Nearpod Media, Palangka Raya.

INTRODUCTION

Children in the modern era show a strong interest in the digital world (Sari et al., 2025). This rapid development certainly has consequences, both positive and negative. Rapid digitalization will undoubtedly be very positive if implemented in education. According to Theopilus et al. (2024), technological advancements have become integral to daily life and can influence children's behavior.

The Merdeka Curriculum emphasizes the importance of reflecting the strengths of Indonesian students, one of which is having global competencies (Wardi & Anissulalah, 2025). High-quality competencies are a challenge for education in the 21st century. One way to address this is by preparing quality education (Qurrotaini et al., 2024). However, the current education system remains rigid in its implementation (Nurhaliza & Ritonga, 2023). Undeniably, curriculum changes are efforts to adapt to the progress of the times and prepare more qualified students. One significant change is the implementation of the Merdeka Curriculum, which is applied independently. A key aspect of this curriculum is the integration of subjects, specifically the merging of Social Studies and Natural Sciences into a new subject called IPAS (Natural Sciences and Social Studies).

According to Fadlilah & Purbasari (2024) IPAS is a subject that examines the social environment, living organisms, and inanimate objects, generally encompassing aspects of social life and its surrounding context. Susilowati (2023) states that IPAS can have a positive impact by reducing teachers' instructional loads, thereby enabling them to apply a broader range of teaching models and methods.

Learning involves an active communication process between students and teachers. Educators have widely integrated technology into instruction to enhance the effectiveness of learning outcomes (Sylvia et al., 2023). In elementary schools, teachers design the learning process to help students grasp the material thoroughly. Teachers play a vital role in shaping students' understanding and guiding their learning activities. Encouraging students to participate in lessons actively remains a key objective. When students engage actively, the learning process becomes more effective and supports achieving instructional goals.

Teachers have made various efforts to increase student engagement, one of which is by using learning media that can boost students' interest. Technology-based media, such as Nearpod, have proven effective in attracting students' attention and enhancing their learning motivation. Today's students show a strong preference for interactive, technology-integrated learning tools. The use of such media naturally contributes to a rise in learning enthusiasm. However, many teachers still rely

on traditional or simple educational media in social studies lessons, which may limit student engagement (Ainiyyah et al., 2023).

Observations at MIS Al Jihad found that the learning atmosphere still lacked student activity. One of the causes is that teachers still teach without using media. Impacts student activity, which is still not optimal. Although teachers have used videos from YouTube as learning materials, students' activities are still limited to watching videos. The role of teachers in classroom learning has not yet fully utilized technology, and the learning process remains focused on textbooks. Oktafiani & Mujazi (2022) observed that students often display passive behavior during conventional learning. Educators increasingly use instructional media to address this issue and enhance learning quality. Nearpod, for example, enables teachers to create engaging and interactive teaching materials. This platform supports various formats, including visual, audio, and audiovisual content, allowing teachers to cater to diverse learning styles.

The findings of this study show that the Minimum Mastery Criteria (KKTP) for Grade V students at MIS Al Jihad in the IPAS subject remains relatively low, set at 62. This benchmark should make it easier for students to surpass. However, 64% of students failed to meet the KKTP in the VC designated as the research class, while only 36% scored above it.. Therefore, the researcher attempted to describe whether there was an increase in student scores at the Al Jihad private MI after using Nearpod media. This research was conducted in upper grades, starting at ages 9-11, and began in grades four through six.

Basic education certainly has a significant impact on students' personal development. According to Piaget's cognitive theory, students at the basic education level have entered the concrete operational stage. This stage emphasizes students' ability to think rationally and logically. In addition, Bandura's theory also emphasizes that students, as social beings, have undergone a process of imitating the behavior of others. Of course, students' intelligence in developing their behavior and character also becomes another output in the learning process.

Research related and relevant to the researcher's study, such as that conducted by (A. R. Utami, 2023), although this study used a different R&D research method than that employed by the researcher, the results of that study stated that the Nearpod media could improve students' learning outcomes by 0.492. Using Nearpod media can be one of the efforts to improve student learning outcomes. Putri & Hidayanto (2025) found that students in class VIII of SMPN 18 Malang responded positively when teachers implemented Nearpod media in the learning process. Increased activity in

interactive learning is possible through direct interaction with various learning facilities (Pramesti & Camellia, 2024). Another relevant study (F. Utami et al., 2025) states that the Nearpod application is an effective learning medium for plant material in science lessons in class IV-A at SDN Bulak Rukem I/258. A classroom action research study Hidayat & Effendi (2024) found that using Nearpod-based learning media effectively improved students' average learning outcomes.

The researcher's differences with several relevant studies can be summarized as follows. The researcher's study differs from the first relevant study (A. R. Utami, 2023). The researcher chose electrical energy and technology as the subject matter, while the other study chose history. Another fundamental difference between the two studies is the method used. The researcher's study is quantitative, while their study uses the R&D method. However, the researcher shares the same educational level as the research location, namely, elementary school for their study and an Islamic elementary school for the researcher's study.

Furthermore, the study by Putri & Hidayanto (2025) used a different method from the researcher's. The research method used is a descriptive qualitative method, which is undoubtedly different from the researcher's research. The research subjects are eighth-grade students at SMPN 18 Malang, which differs from the researcher's sample of MI students. The third study conducted by Pramesti & Camellia (2024) shares similarities with the researcher through the use of the same quantitative research method. However, the difference lies in the sample selected. The third study was conducted at a junior high school, while the researcher was at an elementary school. Additionally, their study differs from the researcher's because they did not use test results or assessments but focused on student motivation and engagement in learning. It is different from the researcher's study.

The researcher's study differs from that of (F. Utami et al., 2025). The difference between the researcher's study and this study is that they only measured effectiveness. Meanwhile, the researcher's study is more complex because it also measures the influence and effectiveness of the Nearpod media. The fifth study conducted by Hidayat & Effendi (2024) found a fundamental difference in using the PTK method in their research. It is different from the method used by the researcher (quantitative). Another difference is that the researcher conducted the study at the MI or elementary education level, while they conducted it at the secondary level (high school).

Students can develop independent learning activities and build positive relationships with teachers when they show a strong interest in learning. Therefore, this research will be beneficial to

improve the quality of learning while describing the learning process. Research on the application of Nearpod media is still limited, especially in IPAS learning, which is still a new subject at elementary schools (SD/MI). Additionally, research related to Nearpod has not yet extensively utilized quantitative methods. Research on implementing Nearpod media in Central Kalimantan and Palangka Raya is still scarce and almost nonexistent. Therefore, the researcher expects this study on Nearpod media to serve as a reference for future research related to Nearpod in Central Kalimantan and Palangka Raya.

METHOD

This study employed a quantitative approach using a pre-experimental design, specifically the one-group pretest-posttest design. The research was conducted at MIS Al Jihad in Palangka Raya City, with the population consisting of 81 fifth-grade students.

The researcher used purposive sampling, a non-probability sampling technique, to select participants based on specific criteria aligned with the study's objectives. In this case, the sample was selected to reflect academic characteristics relevant to the research focus. The researcher selected Class VC as the study sample based on academic performance because it had the lowest KKTP (Minimum Mastery Criteria) achievement among all fifth-grade classes.

Class VC consisted of 25 students, with 16 (64%) scoring below the KKTP and only 9 (36%) scoring above. These data justified the selection of Class VC as the sample for intervention using the Nearpod media.

Table 1. Number of Students and KKTP Achievement in Grade V at MIS Al-Jihad Palangka Raya

Class	Student	KKTP	
		< 62 (Person)	> 62 (Person)
V A	28	6 (21 %)	22 (79 %)
V B	28	1 (4 %)	27 (96 %)
V C	25	16 (64%)	9 (36 %)
Total	81	23 Student	58 Student

The researcher collected data using observation and tests (pre-test and post-test). The observation instrument focused on learning indicators or syntax, which included three main components of the learning process: the introduction, the core activity, and the conclusion.

The researcher used the observation results to evaluate the implementation of Nearpod media in the learning process by following these specific steps:

1. Maximum score on the observation sheet.
2. Summing the scores obtained from the observation results.
3. Calculating the percentage of observation results using the formula:

$$NP = \frac{R}{SM} \; X \; 100\%$$

Explanation

NP = Percentage value of the implementation of media utilization

R = Score obtained

SM = Maximum Score

Based on the percentage results, the researcher applied the following success criteria to evaluate the effectiveness of the learning implementation:

Table 2. Observation Results Success Criteria

Interval	Criteria
80%-100%	Very Good
50%-79%	Good
40%- 49%	Poor
≤ 40%	Very Poor

The observation activities used a Likert scale with the following criteria (Sugiyono, 2019):

Score 1: Very Poor

Score 2: Poor

Score 3: Good

Score 4: Very Good

The test consisted of questions tailored to the material on electrical energy and technology in everyday life. The hypothesis in this study is the null hypothesis (H0), which states that there is no effect of the Nearpod media on the learning outcomes of students in the IPAS subject in grade V at MIS Al-Jihad Palangka Raya. Meanwhile, the alternative hypothesis (Ha) states that the Nearpod media affects students' learning outcomes in the IPAS subject in grade V at MIS Al-Jihad Palangka Raya.

Table 3. Treatment

Sample class	Pre-test	Treatment	Post-test
VC	O_1	X	0_2

O_1= Pre-test conducted in the sample class

0_2= Post-test conducted in the sample class

X = Treatment in the sample class using Nearpod media

The researcher calculated the effectiveness of the media by comparing the post-test scores to the pre-test scores. However, since the study did not include control variables and the sample was not selected randomly, the dependent variable (student learning outcomes) may not be influenced solely by the independent variable (Nearpod media).

The researcher used the N-gain test to measure the improvement in student learning outcomes after the treatment, which compares the pre-test and post-test scores. This analysis helps assess the effectiveness of the intervention. The study employed the N-gain formula to determine how much students' scores improved after using Nearpod media.

Normalized gain (g) = $\frac{Posttest\ score - pretest\ score}{ideal\ score - pretest\ score}$

The results of the calculation will be assessed based on the following criteria in Table 4 below.

Table 4. N-Gain Score Criteria

Value	Classification
N-Gain ≥ 0,7	High
0,3≤ g ≤ 0,7	Medium
< 0,3	Low

(Gito, 2021)

FINDINGS AND DISCUSSION

Findings

This study conducted a prerequisite test in the form of an instrument trial, normality test, homogeneity test, and hypothesis test to determine the application of Nearpod media on student learning outcomes in IPAS subjects. The researcher conducted the trial on 25 students from Class VC at MIS Al Jihad, Palangka Raya City. From a total of 40 test items, only 21 questions met the validity criteria. The validation process involved administering all 40 items and analyzing the results to determine which questions were valid for measuring student learning outcomes. With a sample size of 25 students, the sample size (n) was 25, and the r-table value indicated 0.396. Based on the significance test table, r-count > r-table in this validity test is r-count > 0.396 for significance 0.05. Thus, there are 21 valid questions and 19 invalid questions, with the complete results shown in the following table;

Table 5. Validation Analysis of the IPAS Student Learning Achievement Test Trial

Question	R table	R count	Sig.	Decision
Question _1	0,396	0,207	0,356	Invalid
Question _2	0,396	0,272	0,221	Invalid
Question _3	0,396	0,417	0,053	Valid
Question _4	0,396	0,854	0,000	Valid
Question _5	0,396	0,386	0,076	Invalid
Question_6	0,396	0,154	0,494	Invalid
Question_7	0,396	-0,256	0,251	Invalid
Question_8	0,396	0,832	0,000	Valid
Question_9	0,396	0,522	0,013	Valid
Question_10	0,396	0,441	0,040	Valid
Question_11	0,396	0,726	0,000	Valid
Question_12	0,396	0,482	0,023	Valid
Question_13	0,396	0,303	0,170	Invalid
Question_14	0,396	0,599	0,003	Valid
Question_15	0,396	0,419	0,052	Valid
Question_16	0,396	0,498	0,018	Valid
Question_17	0,396	0,386	0,076	Invalid
Question_18	0,396	0,431	0,045	Valid
Question_19	0,396	-0,117	0,605	Invalid
Question_20	0,396	-0,066	0,771	Invalid
Question_21	0,396	0,045	0,842	Invalid
Question_22	0,396	0,447	0,037	Valid
Question_23	0,396	0,144	O,523	Invalid
Question_24	0,396	0,492	0,020	Valid
Question_25	0,396	0,530	0,011	Valid
Question_26	0,396	0,466	0,029	Valid
Question_27	0,396	0,502	0,017	Valid
Question_28	0,396	0,589	0,004	Valid
Question_29	0,396	0,434	0,043	Valid
Question_30	0,396	-0,097	0,593	Invalid
Question_31	0,396	0,351	0,109	Invalid
Question_32	0,396	-0,017	0,940	Invalid
Question_33	0,396	-0,162	0,473	Invalid
Question_34	0,396	0,084	0,710	Invalid
Question_35	0,396	0,419	0,052	Valid
Question_36	0,396	0,410	0,058	Valid
Question_37	0,396	-0,117	0,605	Invalid
Question_38	0,396	0,386	0,076	Invalid
Question_39	0,396	-0,178	0,428	Invalid
Question_40	0,396	0,486	0,022	Valid

Next, the researcher tested the reliability of the instrument. The analysis produced a Cronbach's Alpha value of 0.873, indicating that the test items were highly reliable. This result confirms that the students consistently interpreted the questions. The detailed results of the reliability test are as follows:

Table 6. Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,873	21

After testing the instrument, the researcher conducted a normality test to determine whether the data followed a normal distribution. The study employed the Shapiro-Wilk test for this purpose. The researcher determined that the data were normally distributed when the significance value exceeded 0.05, by the test criteria. The normality test of the pre-test and post-test data in class V MIS Al-Jihad Palangka Raya is said to be normal, as can be seen in the following table:

Table 7. Normality Test

Tests of Normality				
	Category	Shapiro-Wilk		
		Statistic	df	Sig.
Result	Pretest	,960	25	,407
	Postest	,589	25	,000

Based on the results in the table above, the pre-test data is normal because it has a significant value of 0.407 > 0.05, and the post-test data is normal because it has a significant value of 0.000 > 0.05. The analysis confirmed that the data followed a normal distribution overall. The researcher then conducted a homogeneity test to determine whether the data had equal variances across groups. The researcher considered the data homogeneous if the significance value from the homogeneity test exceeded 0.05. Based on the results, the significance value was 0.228, greater than 0.05; therefore, the data group was declared homogeneous. The complete results are in the table below.

Table 8. Homogeneity Test

	Levene Statistic	**df1**	**df2**	**Sig.**
Based on Mean	1,492	1	48	,228

MIS Al Jihad, a private madrasah located in Palangka Raya City, holds an excellent accreditation status, which reflects its noteworthy achievements. The researcher conducted this study in Class VC at MIS Al Jihad. At the time of the research, the learning topic focused on enabling students to identify sources and forms of energy to describe how electrical energy is generated and utilized.

The researcher used observations and essay-format tests to collect data, administered at the study's beginning (pre-test) and end (post-test). The pre-test measured students' initial learning outcomes before integrating Nearpod media, while the post-test assessed their final learning outcomes after the intervention.

The researcher assessed student learning outcomes using a multiple-choice test of 21 validated and reliable questions, each with four answer options. The students completed the test before receiving the instructional material (pre-test) and after the material was presented (post-test). The average scores obtained in the pre-test and post-test were 37.6 and 71.36, respectively. This improvement in learning outcomes aligns with (Fajri et al., 2022), who stated that research using the Nearpod platform on fifth-grade students at SD Kartini I and SD Kartini V in Cirebon City showed a significant increase in pre-test and post-test scores.

Based on the data, the average pre-test score before using the Nearpod media was 37.6, indicating that students' initial understanding of the IPAS material was still low. However, after using the Nearpod media, the average post-test score increased to 71.36. This significant improvement demonstrates that the Nearpod media plays a significant role in helping students understand the lesson material more effectively.

Additionally, the test results showed a more even distribution of scores, with the highest score on the post-test reaching 90, compared to 62 on the pre-test, and the lowest score on the post-test was 62, significantly higher than the lowest score on the pre-test, which was only 19. The researcher conducted the N-gain effectiveness test to assess the improvement in students' post-test scores following the intervention. This test served to support and reinforce the study's central hypothesis. After analyzing the N-gain scores, the researcher performed a dependent sample t-test to re-evaluate the significance value, which was the basis for determining the hypothesis outcome. The following presents the results of the effectiveness test on the research data:

Table 9. N-Gain Results

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
NGain_Skor	23	,44	,84	,6317	,12248
NGain_Persen	23	44,23	83,87	63,1652	12,24846
Valid N (listwise)	23				

The analysis results show that the average N-Gain score reached 0.6317, which falls into the moderate category, indicating a high level of learning effectiveness. The N-Gain percentage of 63.1652% reflects a sufficiently effective impact on student learning. Based on these findings, the researcher accepted the alternative hypothesis and rejected the null hypothesis. The use of Nearpod media significantly influenced students' learning outcomes in the IPAS subject for fifth-grade

students at MIS Al Jihad. The increase in N-Gain confirms that Nearpod media effectively improved students' average scores in the learning process.

After calculating the N-Gain percentage, the researcher conducted a t-test to examine the research hypothesis and determine the significance of the treatment's effect. The null hypothesis (H0) of this study is that there is no effect of Nearpod media on the learning outcomes of students in the IPAS subject for fifth-grade students at MIS Al-Jihad Palangka Raya. The alternative hypothesis (Ha) is that there is an effect of Nearpod media on the learning outcomes of students in the IPAS subject for fifth-grade students at MIS Al-Jihad Palangka Raya.

The results of the hypothesis testing using the t-test yielded a significance value of < 0.000. According to the decision-making criteria, if the significance value is < 0.05, then H0 is rejected and Ha is accepted, thus concluding that there is an effect of the Nearpod media on learning outcomes. This study concludes that using the Nearpod media has successfully improved student learning outcomes.

Table 10. Results of the t-test

Independent Samples Test								
		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
		T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	-6,804	48	,000	-33,760	4,962	-43,737	-23,783
	Equal variances not assumed	-6,804	33,854	,000	-33,760	4,962	-43,846	-23,674

The purpose of educational games is to increase students' interest in learning. Learning media that can also be used interactively and enjoyably, such as Nearpod, can help students learn better. Students' learning outcomes before and after using Nearpod media significantly improve.

Nearpod media serves as an application that facilitates and manages interaction during the learning process. The improvement in learning outcomes among students in Class VC at MIS Al Jihad, Palangka Raya City, demonstrates its effectiveness. The use of Nearpod media enhanced both student engagement and academic performance. These findings align with Simanjuntak & Panjaitan (2023), who found that Nearpod's interactive features help bridge theoretical concepts with real-world phenomena, deepening students' understanding.

Discussion

Educators must reflect critical and creative thinking in the Pancasila Student Profile (Nurdyansyah et al., 2022; Rachman et al., 2024). The internet plays an integral role in students' daily lives, with many students relying heavily on constant connectivity (Shen et al., 2024). The rapid pace of digitalization has increased students' preference for social media and online games (Zhang et al., 2022). When harnessed effectively, this trend can positively influence education by fostering digital-based learning processes that increase students' engagement and interest in learning.

The emergence of 21st-century learning and the implementation of the Merdeka Curriculum offer both opportunities and challenges for technological advancement in education. These developments require educators to strengthen digital literacy across the sector (Ifham Choli et al., 2024). However, many teachers still lack the skills to integrate technology effectively into the learning process. This lack of proficiency hinders the optimal implementation of ICT systems in carrying out their core roles and responsibilities as educators (Nasution et al., 2024).

Nearpod media can be accessed using the internet and smartphones, making it flexible as it can be accessed anytime and anywhere (Az-Zahro & Panduwinata, 2023). Through the analysis process outlined above, the application of Nearpod media in the IPAS subject in class VC at MIS Al-Jihad Palangkaraya has proven to improve students' learning outcomes significantly. Nearpod media, an interactive technology-based learning platform, was implemented to make learning more interesting and effective. As stated by Shafwa & Hikmat (2023), digital learning media can share experiences through games by exploring conditions and situations.

This study involved several stages, including learning management and comparing students' learning outcomes before and after using Nearpod. The implementation of Nearpod in class VC aimed to explore the potential of technology-based media in increasing student engagement and understanding of IPAS subject matter. The management of learning using Nearpod media in the VC class at MIS Al-Jihad Palangkaraya showed very good results, as seen in the observation results that the Nearpod media used in the VC class was implemented well, with a percentage of 95% or in the very high category.

Nowadays, educators can use various online learning platforms (Learning Management Systems) to assign tasks and present learning materials, impacting students' interest in learning (Pustikayasa et al., 2021). As a result, this becomes a strong motivation and interest in learning, which can encourage students to learn better (Sinaga et al., 2023).

This interest in learning will also foster students' enthusiasm for independent learning. This approach aligns with the Zone of Proximal Development, which, according to Nabawi (2023), can be implemented to help students develop greater learning independence while still receiving guidance from their teachers. According to Hidayat & Effendi (2024), innovation is one of the keys to increasing students' interest in learning. One tool that teachers can use is Nearpod, a multimedia platform that can be used interactively (Hidayat & Effendi, 2024). Nearpod is effective in engaging students in learning (Susanto, 2021). Students' thinking skills also improve (Alicia & Fardisah, 2021). The advantage of Nearpod is its ability to support interactive learning through various features that facilitate this process.

Digital media clarifies presenting materials, makes it easier for teachers to manage learning time, and enables more effective evaluation through the features available in Nearpod. Using media such as Nearpod, teachers can organize the learning process more systematically, make each part of the material easier for students to understand, and ensure that every student receives equal attention in the learning process. Teachers can make learning more efficient and focused by using appropriate strategies and creating a conducive environment for optimal teaching and learning.

The success of using Nearpod also stems from the students' active participation during the learning process (Rahmawati et al., 2023). The results of this study indicate that the implementation of Nearpod media in IPAS learning in class VC at MIS Al-Jihad Palangkaraya has proven to be highly effective in the learning process. The use of Nearpod media not only enhances students' understanding of the subject matter but also increases their engagement and motivation to learn. These results align with the findings of (Sijabat et al., 2024), which state that there is an increase in students' achievement in IPAS after using technology-based learning media. As also stated in the research by Ariandini & Ramly (2023), which indicates that the t-value of their study is -3.484, suggesting that learning media facilitates students' understanding of the learning material. Even PowerPoint learning media alone has an impact on improving student learning outcomes. Research results from (Suriani, 2024) also state an impact with a t-test analysis of 4.519, indicating that interactive media influences learning outcomes. Research by Pinawadhani et al. (2024) and Helnanelis & Ulyanti (2023) reinforces that classes using Nearpod media show higher or improved learning outcomes. A successful learning process also depends on a supportive learning environment (Zehl et al., 2023). Beyond the environment, parental and teacher supervision significantly contribute to students' academic success (Lim, 2024). To enhance learning effectiveness,

educators must apply digital learning media, such as Nearpod, in the classroom. At MIS Al Jihad, integrating Nearpod has proven to be an effective alternative for improving the quality of learning. This approach also creates opportunities to broaden technology integration into education, making the learning experience more interactive, engaging, and impactful for students.

CONCLUSION

In this study, in measuring the effect of Nearpod media on student learning outcomes in IPAS subjects in grade V at MIS Al Jihad Palangka Raya, the researcher found that the normality test of the pre-test data had a significance value of 0.407> 0.05. In contrast, the post-test had a significance value of 0.000 >0.05, thus indicating a normal data distribution. The homogeneity test also showed homogeneity with a value of 0.228 > 0.05. The researcher conducted a hypothesis test using an independent t-test, which yielded a significance value of 0.00, lower than 0.005. This result confirms that Nearpod media significantly influenced students' learning outcomes in the IPAS subject for fifth-grade students at MIS Al Jihad Palangka Raya. The research findings showed that the average pre-test score was 37.6, while the average post-test score increased to 71.36. This post-test score significantly exceeded the Minimum Completeness Criteria (KKTP) of 62 for Grade 5. Out of 25 students, 23 successfully met or exceeded the KKTP. The average N-Gain score reached 0.63, which falls into the moderate category, and the N-Gain percentage was 63.16%, indicating that Nearpod media was sufficiently effective in supporting the learning process. These findings confirm that Nearpod media positively improved students' learning outcomes.

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