

The Impementation of Classpoint as an Interactive Media to Increase Students' Interest in Learning Arabic

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Abstract: This study aims to determine the application of Classpoint interactive learning media in increasing the interest of VII.4 students in learning Arabic at MTsN 2 Makassar. This research employed a Classroom Action Research (CAR) design conducted in two cycles (Kemmis & McTaggart model) through the stages of planning, action, observation, and reflection. The subjects of this study consisted of 38 students. The instruments used included a learning interest questionnaire (15 items, 4-point scale), teacher implementation observation sheets, student activity observation sheets, and documentation. The results showed a significant improvement in students' learning interest from the pre-cycle to the second cycle. In the pre-cycle, the average score was 30.58 (50.96%, low category). After the implementation of Classpoint in the first cycle, the average score increased to 43.73 (72.89%, moderate category), with 27 students (71.05%) in the high category and 11 students (28.95%) in the moderate category. In the second cycle, there was a further increase to an average of 57.34 (95.57%, high category), with all 38 students (100%) classified in the high category. Based on these findings, it can be concluded that the use of Classpoint interactive learning media is effective in increasing students' interest in learning Arabic at grade VII.4 of MTsN 2 Makassar. It is recommended that teachers utilize Classpoint in a structured manner and provide assistance for students who are less familiar with digital devices to ensure more equitable outcomes.

Keywords: Classpoint, Learning Interest, Interactive Learning, Classroom Action Research.

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1. Introduction

Arabic as one of the subjects taught at the Madrasah Tsanawiyah level has its own urgency, especially in the context of Islamic education in Indonesia. Mastery of Arabic is not only related to communication skills, but also as a bridge to understanding classical books, the Qur'an, hadith, and other Islamic literature (Ridwan, 2023).

The reality in the field shows that Arabic language teaching is often considered difficult and unpopular among students. This is due to various factors, such as the use of traditional teaching methods, a lack of variety in the media used, and minimal student participation during the learning process. This situation poses a challenge for Arabic teachers in their efforts to increase student interest in learning. One step that can be taken is to utilize more interactive and engaging learning media (Jufri et al., 2023). Technological advances have had a positive impact on education, one of which is the emergence of various applications and digital platforms that can be used to support the learning process (Ramli et al., 2022).

One of the keys to the learning process is the method used by teachers. For example, the use of media in Arabic language learning is very important to attract students' attention and motivate them (Siregar & Nasution, 2020). It is believed that stimulation through the media can improve students' ability to absorb information, improve their concentration, and foster their interest and motivation to learn (Rahman & Zainal, 2024).

Digital-based learning media not only serve as visual aids, but also as interactive tools that can increase student motivation and interest in learning (Rosdiana et al., 2024). With the use of media, the learning process can be interactive because it creates active two-way communication. Conversely, without media, teachers tend to dominate learning verbally and unilaterally (Wahab et al., 2021).

Strategies need to be implemented during the learning process so that students can achieve their learning objectives, and one approach that can be used is the use of media as a learning support tool. One innovation that can be applied is the use of the Classpoint application as a learning medium (Nazriyah & Lian, 2025). The application of learning methods that utilize modern media can provide stronger motivation and encouragement to students in participating in the learning process (Waty, 2023).

Motivation acts as a driving force in the learning process, determining the level of individual engagement and persistence in achieving learning objectives (Naharuddin et al., 2025). Actually, there are no boring lessons for students. The boredom that arises during the learning process is more often influenced by teaching methods that are uninteresting and do not engage students (Karmila et al., 2023). Language learning is a process that takes a long time and is quite complex, so it cannot be summarized into easy steps that can be observed or programmed into a simple guide (Malla & Nurjannah, 2024).

Classpoint is a PowerPoint-based application that allows teachers to insert various interactive features into presentations, such as live quizzes, polls, annotated slides, real-time collection of student answers, and automatic scoreboards. Using Classpoint in learning can stimulate students' attention, encourage their active involvement, and

create a more lively and collaborative classroom atmosphere. This application is particularly relevant for Arabic language learning, as it can visualize abstract material and provide space for students to practice directly in a fun way. Therefore, this study was conducted to determine the effect of implementing the Classpoint application on increasing students' interest in learning Arabic (Mustika et al., 2025).

If media is used optimally, students will be more actively involved in the learning process, because basically students are the main subjects who play a role in planning and implementing learning activities (Misra Hardiyanti et al., 2023). Therefore, this study is highly relevant as an effort to determine the effect of implementing the Classpoint application on increasing students' interest in learning Arabic.

2. Method

2.1 Types and Research Approach

This study uses a qualitative approach supported by quantitative data (mixed methods) (Kurniati, 2023). It uses classroom action research (CAR). Classroom action research is a form of research that aims to improve learning practices through concrete actions that are systematically designed, reflective, and implemented continuously. This study specifically focuses on the application of media to make the learning process more interesting, enjoyable, and able to increase students' interest in learning Arabic. (Utomo et al., 2024)

2.2 Location and Time of the Study

This research was conducted at MTsN 2 Makassar in the 2025/2026 academic year. The selection of the research location was based on preliminary observations that showed low student interest in learning Arabic and a lack of variety in the media used.

2.3 Research Subjects

The subjects of this study were students in class VII.4 at Madrasah Tsanawiyah in the 2025/2026 academic year. The class was selected based on the researcher's initial observations in the classroom. A total of 38 students participated in this study, consisting of male and female students who had a low interest in learning Arabic.

2.4 Data Collection Techniques

Data collection in this study was conducted using several techniques to obtain accurate and in-depth information about the increase in student learning interest through the use of the Classpoint application. Observations were made to directly observe the activities of teachers/researchers and students during the learning process, particularly in the application of Classpoint as an interactive medium. Questionnaires were used to obtain quantitative data on student learning interest, starting with the distribution of pre-test questionnaires to determine the initial conditions, followed by post-test questionnaires to see the changes after the implementation of Classpoint. Documentation was used to collect supporting data in the form of photos of learning activities, lesson plans, student attendance lists, evaluation results, and recordings of the results of the actions.

2.5 Research Instruments

The research instruments used in this study consisted of observation sheets and learning interest questionnaires. These instruments were designed to obtain accurate data on the process of implementing ClassPoint application-based learning media and its impact on students' learning interest.

Observation sheets are used to observe the implementation of learning and student activities during the learning process. Observation sheets for learning implementation serve to assess the suitability of the implementation of actions with the plans that have been prepared in each cycle, including the planning, implementation, observation, and reflection stages. Meanwhile, student activity observation sheets are used to measure the level of student engagement in learning, such as attention to the teacher's explanations, participation in answering interactive quizzes, activity in discussions, and responses to the use of ClassPoint application features.

In addition, this study also used a learning interest questionnaire that was given to students in the pre-cycle, cycle I, and cycle II stages. The questionnaire was compiled based on learning interest indicators that included feelings of enjoyment towards learning, attention, interest, and active involvement of students. The questionnaire data was analyzed in the form of percentages to determine the increase in student learning interest in each cycle.

2.1. Implementation of Application-Based Learning Media Using Classpoint

In Pre-Cycle, Before the implementation of the instructional action, observations and initial questionnaires were conducted to identify students' level of interest in learning Arabic. This activity aimed to obtain an overview of the students' initial conditions before the implementation of the ClassPoint application-based learning media. The results of the observations showed that the learning process was still conventional and student engagement was not optimal. Some students appeared to be less active, less focused, and did not show high enthusiasm in participating in the learning process. These conditions became the basis for implementing corrective measures in the next cycle to increase students' interest and learning activities.

In Cycle I, Learning activities began to be implemented using ClassPoint application-based learning media. At this stage, learning is designed to be more interactive by utilizing features such as quizzes, short answers, and immediate results displays to increase student engagement. During the learning process, students began to show increased attention and participation, although there were still some students who needed to adapt to using the devices and application features.

Based on the results of observations and questionnaires, students' interest in learning increased compared to the pre-cycle conditions, but improvements were still needed in terms of time management, instruction delivery, and technical assistance. The results of the reflection in cycle I then became the basis for refining the actions in cycle II.

In Cycle II, Learning activities were carried out by making improvements based on the results of reflection in cycle I. Improvements were made in terms of time management, clarity of instructions, and optimization of the use of interactive features in the ClassPoint application. The learning process became more structured and participatory, enabling all students to follow the activities well.

Student activity showed significant improvement, marked by active participation in answering quizzes, discussing, and responding positively to the material presented. The classroom atmosphere became more dynamic and communicative, and there were no longer any passive students during the learning process. The results of observations and questionnaires in cycle II showed that the application of ClassPoint interactive learning media was able to increase student interest in learning optimally and evenly.

2.2. Results of the Application of Learning Media Based on the Classpoint Application

Based on the results of classroom action research conducted in two cycles, the application of ClassPoint-based learning media has been proven to increase the interest of students in class VII.4 at MTsN 2 Makassar in learning Arabic. This increase was seen gradually from the pre-cycle stage, cycle I, to cycle II. In the pre-cycle stage, learning was still carried out conventionally and did not utilize interactive media.. This condition resulted in low student engagement in the learning process. Some students appeared to be less active, less focused, and did not show much enthusiasm. This situation indicated that the learning strategies used previously were not fully capable of optimally fostering students' interest in learning.

The implementation of actions in cycle I began to show positive changes. The use of interactive features in ClassPoint, such as quizzes, short answers, audio recordings, and scoreboards, was able to attract students' attention and increase their participation in learning. Students began to engage in answering questions directly through their respective devices. However, in cycle I, several obstacles were still encountered, such as students who were still adapting to the use of devices and learning time management that was not yet fully effective. Therefore, a reflection was conducted to improve these shortcomings in the next cycle.

In cycle II, improvements were made to the learning strategy by optimizing time management, clarifying instructions, and maximizing the use of interactive features and reward systems. The results showed a very significant increase in student activity and interest in learning. All students were actively involved in the learning process, enthusiastically took quizzes, participated in discussions, and responded positively to the material presented. There were no longer any passive students during the learning process.

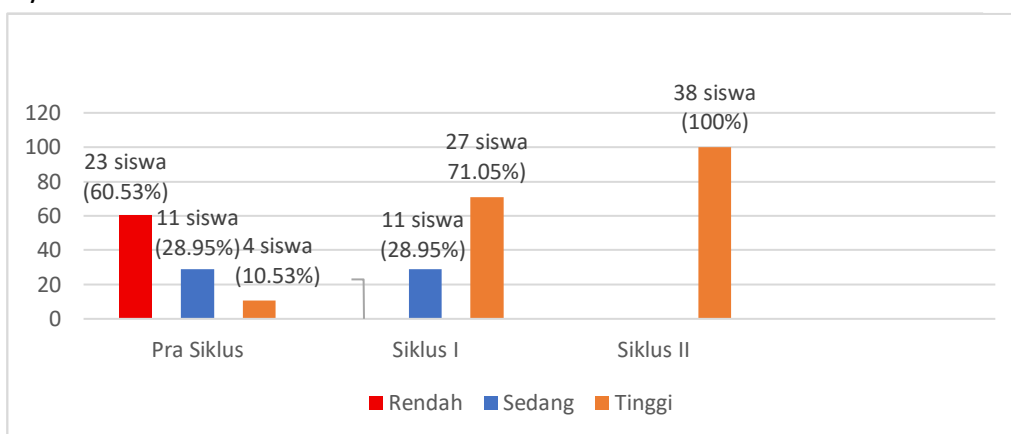
These achievements show that the actions taken in cycle II have successfully achieved the predetermined success indicators. Overall, the improvement from the pre-cycle to cycle II shows that the implementation of ClassPoint is able to create a more interactive, communicative, and student-centered learning atmosphere. This media not only increases learning interest but also improves the quality of interaction between teachers and students and makes Arabic language learning more interesting and enjoyable. Thus, the use of ClassPoint application-based learning media can be an innovative alternative in increasing student learning interest.

Table 1 presents the improvement of students' interest in learning Arabic from the pre-cycle stage to Cycle II after the implementation of the Classpoint application-based learning media.

Table 1. Improvement of Students' Interest in Learning

Stage	Average Score	Students Interest in Learning (%)
Pre-Cycle	30.58	50.96
Cycle I	43.73	72.89
Cycle II	57.34	95.57

The data indicate a significant improvement of students' interest in learning Arabic in each cycle.



Source: Primary Data 2025

Figure 1. Improvement of Students' interest in learning arabic

Figure 1 illustrates the comparison of students' learning interest percentages in the pre-cycle, cycle I, and cycle II stages. In the pre-cycle stage, the average percentage of students' learning interest was 50.96% and was in the low category. After the implementation of the ClassPoint application in cycle I, the percentage of learning interest increased to 72.89% in the moderate category. A more significant increase was seen in cycle II, where the percentage of learning interest reached 95.57% and entered the very high category. Overall, there was an increase of 44.61% from the pre-cycle stage

to cycle II. These results show that the application of ClassPoint-based learning media can increase students' interest in learning Arabic in each cycle.

3. Conclusion

The application of ClassPoint-based learning media has proven effective in increasing the interest of students in class VII.4 at MTsN 2 Makassar in learning Arabic. The results of classroom action research show a consistent and significant increase from the pre-cycle stage to cycle II, both in terms of the percentage of interest in learning and student activity in the learning process.

The use of interactive features such as quizzes, short answers, audio recordings, and scoreboards in the ClassPoint application contributes to increased attention, participation, and enthusiasm among students during learning. Through systematic planning, implementation, observation, and reflection at each cycle, the learning process becomes more structured, interactive, and student-centered.

Based on these findings, the ClassPoint application can be recommended as an alternative innovative learning medium in Arabic language learning, particularly to increase student interest and engagement in learning. Further research is recommended to develop the use of similar technology-based learning media in other language skills or at different levels of education in order to expand its contribution to the development of Arabic language learning.

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