



Development of Interactive Learning Media Based on Classpoint in Argumentation Text for Class XI Senior High School Students

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ABSTRACT

This study aims to develop interactive learning media based on ClassPoint in learning argumentation text for students of Class XI at Senior High School 2 Tambang. This research is motivated by students' low understanding of argumentation text, which is caused by teachers' limitations in providing interesting learning media and low student involvement in the learning process. Conventional method tends to be unable to meet the needs of 21st-century students who are familiar with technology and demand participatory learning. Therefore, ClassPoint-based interactive media was developed to improve students' understanding and active involvement. This study used a Research and Development (R&D) approach with the ADDIE development model, which includes the stages of analysis, design, development, implementation, and evaluation. The research subjects were 32 students of class XI at Senior High School 2 Tambang. Data collection techniques were conducted through interviews, questionnaires, and tests, with descriptive qualitative, quantitative, and descriptive statistical data analysis. The results reveal that the media developed was very valid according to material experts (93%), linguists (95%), and media experts (92%). The media is effective for student learning outcomes with an average posttest score of 85.22 and significance <0.001. The media practicality was also high according to students (92.19%), teachers (95.00%), and observers (93.75%). This research contributes to developing technology-based learning media and provides proper solutions to improve the quality of argumentation text learning in senior high schools.

Keywords: *interactive learning media, classpoint, argumentation texts*

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INTRODUCTION

The development of interactive learning media is very important in improving the quality of learning in the digital era. This media allows students to be more actively involved in learning, not only as recipients of information, but also as participants who interact with materials and teachers. Classpoint is an interactive presentation solution provider integrated with Microsoft Office PowerPoint (Anggraeni & Wachidah, 2024). ClassPoint, as an add-on application to Microsoft PowerPoint, enables more dynamic teaching with features such as quizzes, polls, and live interaction. ClassPoint is also a complete integrated teaching tool (Huda et al., 2024). Its direct integration into PowerPoint allows users to insert annotations on slides, start presentation mode on PowerPoint, and create interactive questions to connect and collect digital answers from students. The use of ClassPoint is highly relevant in learning argumentation text, which requires students' critical and analytical thinking skills, and supports independence and character strengthening in the Merdeka curriculum. Previous research has also shown the positive impact of using ClassPoint in various subjects, such as English (Sundari & Muhlis, 2021), Chemistry (Fitriana, 2023), and Cultural Arts (Wahyuningsih et al., 2023). In addition, Muliani et al. (2024) found an increase in student learning motivation, and Ramadhani & Raharjo (2024) stated that PowerPoint media integrated with ClassPoint was valid, practical, and effective. This strengthens the evidence that ClassPoint has the potential to increase learning effectiveness, including in Indonesian language learning.

However, the successful implementation of learning media such as ClassPoint in various contexts has not fully addressed the challenges that occur in the classroom, especially in learning argumentation text.

In practice, teachers often face challenges when teaching argumentation text through conventional approaches that are less able to maintain students' interest and engagement. In addition, teachers' limited ability to create interesting and interactive learning media is also an obstacle in the learning process. The gap between conventional teaching and students' preference for digital technology-based learning is a problem that needs to be addressed. Therefore, ClassPoint-based interactive learning media is developed as a solution to increase student engagement, present interesting media, and answer learning needs that match the characteristics of today's learners.

Following up on the problems faced in learning argumentation text, this research aims to develop and test the feasibility of interactive learning media based on ClassPoint in learning argumentation text in class XI High School 2 Tambang. Specifically, this study aims to determine the quality, effectiveness, and practicality of the developed media. This research is expected to contribute to teachers in developing more innovative and participatory learning media, as well as providing a more enjoyable and meaningful learning experience for students.

Overall, the integration of ClassPoint in argumentation text learning provides a solution to the existing learning problems, as well as supporting the shift from conventional methods to a more interactive and technology-based approach. This is expected to improve student learning outcomes and provide a more engaging and effective learning experience. As stated by Julianto (2022), digital learning is able to connect the affective and cognitive domains of students through improving teacher abilities, active involvement of learners, and meeting learning needs. This is in line with the objectives of ClassPoint-based media development designed to create interactive, engaging and relevant learning experiences in the digital era. ClassPoint not only supports the delivery of material more dynamically, but also allows students to more actively participate in the learning process, especially in argumentation text material that demands the involvement of critical and analytical thinking.

LITERATURE REVIEW

Learning media has an important role as an intermediary in delivering material so that it is easier for students to understand (Rizka et al., 2025). Media serves to attract students' attention, interest, and emotions (Kristanto, 2016), and can increase learning enthusiasm (Abdullah, 2016), which in turn has a positive impact on the quality of education (Zaki & Islam, 2022). Media functions include delivering consistent messages, clarifying material, creating interactive learning, and increasing time efficiency (Kristanto, 2016). Media selection must be tailored to the objectives and characteristics of students (Miftah & Nur Rokhman, 2022), especially in the context of the current digital era, where media such as the internet and electronic devices play a role in improving students' mastery of material and technological capabilities (Aldi et al., 2021; Hendra et al., 2023).

Curriculum advancement requires teachers to produce effective media (Sultan et al., 2023). Digital learning encourages the improvement of teacher abilities, learning quality, student engagement, and meeting market demands (Julianto, 2022). One of the growing digital media is ClassPoint, which is integrated with PowerPoint and allows direct interaction during presentations (Anggraeni & Wachidah, 2024). The use of ClassPoint has proven effective in developing teaching tools (Wahyuningsih et al., 2023) and increasing learning motivation (Muliani et al., 2024).

In learning argumentation text, interactive media such as ClassPoint can be a solution to increase student participation and understanding of the material, as well as honing critical thinking skills. With ClassPoint, learning becomes more dynamic and fun, supports students' technology skills, and helps teachers manage the classroom more effectively.

METHOD

This study uses a research and development (R&D) approach with the ADDIE development model which includes the stages of analysis, design, development, implementation, and evaluation. (Branch, 2009).

The stages of implementation are as follows: (1) Analysis: The analysis begins with identifying problems or obstacles faced in the learning process. Then, a potential analysis is conducted by reviewing the resources available to support media development. By knowing the existing potential, media development can be designed more efficiently and realistically. The analysis stage is closed by mapping the needs based on the curriculum and learning expectations; (2) Design: At this stage, the main focus is to design the structure and content of the media that is in accordance with the characteristics of the material and the needs of students in understanding argumentation text. The first step in the design stage is to determine the navigation flow of the media, namely how students will move from one section to another, as well as the interactive features that will be used. After that, a flowchart is made as a brief description of the overall flow of the media, then continued with a storyboard that visualizes the appearance of each page.

The scenario is prepared to estimate students' interaction with the media, including how students understand and respond to the content in each section; (3) Development: The development stage is a continuation of the design stage, where the planned learning materials will be developed into a concrete form of learning media. At this stage, the media was developed in the form of a PowerPoint presentation integrated with ClassPoint. Validation was conducted by three experts to assess aspects of material, language, and media display. Revisions were made based on the validators' suggestions; (4) Implementation: The implementation stage is carried out after the learning media has been developed. ClassPoint-based media began to be used in learning argumentation text in class XI. At this stage, the teacher (researcher) utilized the media to deliver the material in an interesting way through video triggers, concept visualization, and interactive quizzes, which were designed to build student involvement from the beginning of learning. During the learning process, students are invited to interact directly through ClassPoint features, such as interactive quizzes, polls, and annotation features, so that students are more active in observing, reasoning, and responding to the material presented. As part of this stage, the effectiveness of the learning media was evaluated using a one-shot case study design ($X \rightarrow O$), which is a simple experimental approach conducted by providing treatment in the form of media use, then immediately followed by measurement of learning outcomes without group comparison or pre-test. The purpose of this approach is to determine whether students' learning outcomes after learning have met the minimum completeness criteria (KKM); (5) Evaluation: Practicality evaluation is done through distributing questionnaires to students, teachers, and observers. The evaluation results are used to determine the extent to which the media can be used practically, easily, and interestingly for users.

RESULTS AND DISCUSSION

ClassPoint-based Interactive Learning Media Development Procedure

The procedure for developing interactive learning media based on ClassPoint in this study follows the five stages in the ADDIE development model, namely Analysis, Design, Development, Implementation, and Evaluation. Each stage plays an important role in ensuring that the media developed is not only visually appealing, but also relevant to the needs of argumentation text learning in grade XI.

Analysis

The first stage, analysis, was conducted to identify problems that occur in the field, the potential available, and the real needs of teachers and students. In the process of learning argumentation text, there are several obstacles identified based on the results of questionnaires filled out by teachers and students. The following data presents the results of the problem analysis which illustrates the aspects that still need to be improved to improve the quality of learning.

Table 1. Problem Analysis

No	Statement	Source	Average	Percentage (%)	Average percentage (%)
1	Statement 2	Teacher	2.00	50%	54%
2	Statement 3	Teacher	2.00	50%	
3	Statement 6	Teacher	2.00	50%	
4	Statement 7	Teacher	2.00	50%	
5	Statement 8	Teacher	2.00	50%	
6	Statement 9	Teacher	2.00	50%	
7	Statement 10	Teacher	2.00	50%	
8	Statement 14	Teacher	2.00	50%	
9	Statement 16	Teacher	2.00	50%	
10	Statement 17	Teacher	2.00	50%	
11	Statement 1	Students	2.16	54%	
12	Statement 2	Students	2.47	62%	
13	Statement 3	Student	2.25	56%	
14	Statement 7	Student	2.47	62%	
15	Statement 8	Student	2.72	68%	
16	Statement 13	Student	2.63	66%	

Based on the data obtained, the average percentage of obstacles in learning argumentation text is 54%, indicating that there are significant problems in learning. The second statement from the teacher indicates that the learning media used is still not effective, while the third statement confirms that the variety of media in learning is still limited. The sixth statement indicates that the learning process has not been fully participatory and interactive, while the seventh statement states that the learning media has not supported the development of students' critical thinking skills. In addition, the eighth statement states that the media used still does not support two-way communication between teachers and students, and the ninth statement shows that teachers have not fully facilitated discussion and interaction in learning. The tenth statement confirms that the learning materials are not enough to attract students' interest, while the fourteenth statement shows that students' understanding of argumentation text is still relatively low. Furthermore, the sixteenth statement reveals that students have difficulty in completing tasks that demand critical and analytical thinking skills, and the seventeenth statement states that learning evaluation does not include higher order thinking skills (HOTS). All these findings are reflected in the average score of 2.00 with a percentage of 50% for each statement.

Based on students' perspectives, learning argumentation text still faces several obstacles. The first statement shows that the majority of students feel less active in the learning process, with an average score of 2.16 (54%). The second statement indicates that teachers have not provided interactive media that support learning, as seen from the average score of 2.47 (62%). Furthermore, the third statement indicates that the media used does not involve all students equally, with an average score of 2.25 (56%). The seventh statement shows that students have difficulty in understanding argumentation text material, with an average score of 2.47 (62%). In addition, the eighth statement reveals that learning is often considered monotonous and boring, as indicated by the average score of 2.72 (68%). Finally, the thirteenth statement confirms that the media used is less attractive to students, with an average score of 2.63 (66%).

Table 2. Potential Analysis

No	Statement	Source	Average	Percentage (%)	Average percentage (%)
1	Statement 1	Teacher	4.00	100%	82%
2	Statement 4	Teacher	3.00	75%	
3	Statement 5	Teacher	3.00	75%	
4	Statement 11	Teacher	3.00	75%	
5	Statement 12	Teacher	3.00	75%	
6	Statement 13	Teacher	3.00	75%	
7	Statement 15	Teacher	4.00	100%	
8	Statement 5	Students	3.47	87%	78%
9	Statement 6	Students	3.13	78%	

Based on the potential analysis, there are several positive aspects in learning that can be further developed. The first statement shows that teachers have utilized multimedia in the learning process in accordance with the provisions of Permendikbud No. 36/2018. This can be seen from the average score of 4.00 with a 100% achievement percentage. The fourth statement reveals that schools have provided technological facilities that support interactive learning, such as projectors, with an average score of 3.00 or 75%. The fifth statement confirms that teachers have basic skills in operating learning technology, which also obtained an average score of 3.00 with a percentage of 75%. In addition, the eleventh statement shows that students respond positively to the application of technology in learning, with an average score of 3.00 or 75%. The twelfth and thirteenth statements reinforce this finding, where the learning media used is able to encourage students' active participation and increase their involvement in the learning process. Both statements received an average score of 3.00 with a percentage of 75%. The fifteenth statement confirms that the argumentation text learning materials are in accordance with students' needs, as shown by the average score of 4.00 and the percentage of achievement of 100%.

Next, from the students' perspective, the fifth statement indicates that most students are used to using technological devices, such as smartphones, in learning activities. This is reflected in the average score of 3.47 with a percentage level of 87%. The sixth statement reinforces this finding by showing that students have a high interest in the use of technology-based learning media, as indicated by the average score of 3.13 and a percentage of 78%.

Table 3. Needs Analysis

No	Statement	Source	Average	Percentage (%)	Average percentage (%)
1	Statement 4	Students	3.13	78%	84%
2	Statement 9	Students	3.66	91%	
3	Statement 10	Students	3.44	86%	
4	Statement 11	Students	2.88	72%	
5	Statement 12	Students	3.47	87%	
6	Statement 14	Students	3.63	91%	

Based on the results of the needs analysis, there are several aspects that need to be considered to improve the effectiveness of argumentation text learning. One of the main needs identified is the need for more interactive direct feedback sessions through learning media, as shown in the fourth statement with an average score of 3.13 and a percentage of 78%. In addition, students also want more interesting and interactive learning media, as shown in the ninth statement which has an average score of 3.66 or 91%.

Furthermore, students hope that the argumentation text learning media can be equipped with more examples so that the material is easier to understand. This can be seen in the tenth statement which obtained an average score of 3.44 with a percentage of 86%. In addition, students also show interest in interactive

exercises such as quizzes, as seen in the eleventh statement with an average score of 2.88 with a percentage of 72%.

The ease of using learning media is also a concern for students. The twelfth statement shows that students want media that are easier to access and use, with an average score of 3.47 and a percentage of 87%. In addition, the need for visual and auditory features, such as infographics and videographics, is also quite high, as reflected in the fourteenth statement with an average score of 3.63 or 91%.

Overall, the average percentage of student needs for these aspects reached 84%, which shows the importance of developing learning media that are more interactive and in accordance with student preferences. This data confirms that students not only need materials that are easier to understand, but also learning approaches that are more varied and actively involve students. Therefore, innovation in learning media is needed in order to meet the needs and improve the effectiveness of learning that has not been provided by teachers during the learning process.

Design

The second stage, design, focused on the preparation of the content design and display of ClassPoint-based media. In this design stage, the development of ClassPoint-based interactive learning media is carried out by referring to the results of the needs analysis that has been obtained previously. This design includes the preparation of navigation, flowchart, and storyboard which are arranged systematically to support the effectiveness of argumentation text learning for grade XI students. Navigation is designed to provide easy access for users in exploring the content of the media, by displaying interactive buttons. This shows that the media is designed by considering the principles of ease and flexibility in use. The flowchart illustrates the flow of material presentation from introduction, core, to closing, complete with learning activities and evaluation. The preparation of this flowchart shows that the media is designed to support a gradual learning process, so that students can follow the material in a structured manner. Meanwhile, the storyboard was prepared to illustrate the display design of each slide, including the position of text, images, animations, and ClassPoint features that will be used. The storyboard design shows an effort to combine visual aspects, interactivity, and active student involvement in the learning process.

The research findings show that the use of ClassPoint Pro provides more optimal results in the design of this learning media, compared to the free version. The additional features contained in ClassPoint Pro are more diverse, allowing the development of media that is more attractive to students. In contrast, with the free version of ClassPoint, the limited features become an obstacle in creating maximum interactivity, which can affect students' learning experience. Thus, the results of this design stage show that the media is designed not only to deliver material informatively, but also to create a learning experience that is participatory, engaging, and in line with the characteristics of 21st century students.

Development

The third stage, development, is carried out by making media according to the design that has been designed with the aim of producing learning media that are ready to be tested. The media developed in the form of ClassPoint-based interactive media, which contains a cover, learning objectives, concept maps, instructions for using the media, argumentation text learning materials, reference sources, and various interactive activities from ClassPoint. To ensure the feasibility of the media, validation was carried out by three experts, namely material experts, linguists, and media experts. The ClassPoint-based interactive learning media developed in this study showed excellent quality. This can be seen from the results of the validation conducted by experts on three main aspects, namely material, language, and appearance aspects. These three aspects are important components in determining the feasibility of the media as a tool in the learning process.

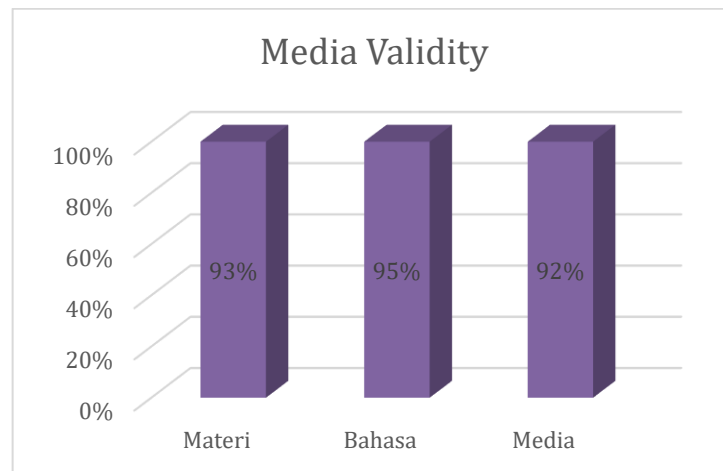


Figure 1. Media Validity

In the material aspect, the media obtained an average score of 93% and was included in the very valid category. This shows that the content presented in the media is in accordance with the learning outcomes set, arranged systematically, and is able to build students' understanding of argumentative text material. In addition, the material in the media is also arranged by paying attention to the integration between parts and relevance to students' learning needs. The linguistic aspect of the media also received a very high score of 95%. The language used is classified as communicative, in accordance with linguistic rules, and easily understood by students. The effective sentence structure, the use of appropriate diction, and the logical arrangement of paragraphs support the delivery of messages clearly and efficiently. The clarity of language in this media also strengthens the role of media as an educational communication tool that is able to bridge learning concepts appropriately.

In terms of appearance, the media showed excellent visual quality and interactivity with a validity value of 92%. The media display is designed with an attractive design, matching colors, and an easy-to-navigate interface structure. The use of ClassPoint's interactive features, such as live quizzes, annotations, name picker and response collection system, increased student participation and encouraged active engagement in the learning process. The presence of informative and aesthetically pleasing visual elements also supports a fun and meaningful learning process. These findings are in line with the theory proposed by Kristanto (2016), which explains that learning media functions in various aspects that contribute to increasing the effectiveness of the learning process. First, learning media allows for a more standardized delivery of messages, avoiding gaps in the material taught by various teachers. Second, the use of media can reduce differences in interpretation of the material, so that students receive more consistent and clear information, as seen in the linguistic aspects and the material presented.

Third, the media helps to make the learning process clearer and more interesting, by presenting various visual elements that support a dynamic learning atmosphere, as seen in the visual quality and interactivity of the media which is designed to be attractive and easy to use. Fourth, the media also plays a role in increasing the interactivity of learning, allowing two-way communication between teachers and students, which is reflected in the interactive features used in this media. Thus, the appropriate use of media not only improves the quality of learning materials, but also enriches students' learning experience in a more flexible and enjoyable way. Based on the results of the study, it can be concluded that the ClassPoint-based interactive learning media developed has a very feasible quality to be used in learning argumentation text in grade XI. This media is able to facilitate students' learning needs and increase their involvement in the learning process. This is in line with the opinion of Sari et al. (2023) which states that every learning material needs to be supported by valid learning resources.

Implementation

The fourth stage, implementation, is done by applying interactive learning media based on ClassPoint in the learning process of argumentation text in the classroom. This media is used by the teacher (researcher) to deliver material and provide interactive quizzes to students through slides that have been designed. The results of the implementation were analyzed through students' posttest scores by referring to the Minimum Completeness Criteria (KKM) of 75 as a benchmark for achievement.

Table 4. Posttest scores

Respondent	Posttest	Respondent	Posttest
Respondent 1	95	Respondent 17	95
Respondent 2	74	Respondent 18	95
Respondent 3	84	Respondent 19	89
Respondent 4	84	Respondent 20	100
Respondent 5	74	Respondent 21	89
Respondent 6	84	Respondent 22	84
Respondent 7	95	Respondent 23	84
Respondent 8	84	Respondent 24	79
Respondent 9	74	Respondent 25	84
Respondent 10	89	Respondent 26	84
Respondent 11	63	Respondent 27	79
Respondent 12	84	Respondent 28	84
Respondent 13	89	Respondent 29	100
Respondent 14	89	Respondent 30	89
Respondent 15	89	Respondent 31	89
Respondent 16	63	Respondent 32	89
Total		2.727	
Average		85.22	
Maximum Score		100	
Minimum Score		63	
Posstest > Minimum Completion Criteria (75)		27	
Posstest < Minimum Completion Criteria (75)		5	

Based on the data from the posttest results, the total score was 2,727 with an average score of 85.22. The maximum score obtained by respondents is 100, while the minimum score is 63. Of the 32 respondents, 27 students scored above the Minimum Completion Criteria, while 5 students scored below the Minimum Completion Criteria. These results show that in general the participants have a good understanding of the material that has been given. Furthermore, a normality test was conducted to determine whether the posttest data were normally distributed or not. The results of the normality test with Kolmogorov-Smirnov and Shapiro-Wilk are shown in the following table.

Table 5. Normality Test

Normality Test	Statistics	df (N)	Significance (Sig.)	Conclusion
Kolmogorov-Smirnov	0.226	32	0.001	Not Normal
Shapiro-Wilk	0.912	32	0.013	Not Normal

From the normality test results, the Kolmogorov-Smirnov significance value of <0.001 and Shapiro-Wilk of 0.013 were obtained. Both of these values are smaller than 0.05, so it can be concluded that the posttest data is not normally distributed. Therefore, further analysis was conducted with a non-parametric test approach to evaluate the effectiveness of the developed learning media.

Evaluation of the understanding of student learning outcomes was carried out through the Wilcoxon Signed Ranks Test, which compared the posttest results with the Minimum Completeness Criteria, which is 75. This test is used to determine whether there is a significant difference between students' posttest scores and the established standard of completeness. The results of the analysis are shown in the following table.

Table 6. Wilcoxon Signed Ranks Test

Statistical Test	value
Number of Samples (N)	32
Z	-4.235
Asymp. Sig. (2-tailed)	< 0.001

The Wilcoxon test results show the difference value (Z) between the posttest and the Minimum Completeness Criteria of -4.235 with a significance of <0.001. Since the significance value is smaller than 0.05, it can be concluded that there is a significant difference between the students' posttest results and the KKM. In other words, the use of interactive learning media based on ClassPoint significantly improves students' learning outcomes in learning argumentation text.

Based on the results of the analysis, it can be concluded that the implementation of interactive learning media based on ClassPoint has a positive impact on students' understanding in learning argumentation text. The significant increase in learning outcomes shows that this media is effective in helping students understand the material better and interactively. This finding is in line with the opinion of Alti et al. (2022) who stated that media is a strategic instrument in determining the success of the teaching and learning process. In addition, Dwiyanti et al. (2024) also confirmed that digital learning media has a significant influence on students' cognitive development, especially in terms of the ability to think, reason, and acquire knowledge optimally through the use of technology. Therefore, the use of ClassPoint-based media is recommended to be implemented more widely in Indonesian language learning at the high school level. This is in line with the opinion of Zulhafizh & Permatasari (2020) which states that learning will be meaningful if students get real benefits from the activities undertaken.

Evaluation

Evaluation of the learning media was conducted through analyzing the results of questionnaires filled out by students, teachers, and observers after using ClassPoint-based interactive media. This evaluation includes five main aspects, namely suitability to the material, ease of use, attractiveness and interactivity, accessibility, and benefits in learning. The results of the analysis are shown in the following table.

Table 7. Media Practicality

No	Statement	Source	Average	Percentage (%)	Average percentage (%)
1	Students	3.69	92.19%	93.65%	Very Practical
2	Teacher	3.80	95.00%		
3	Observer	3.75	93.75%		

Based on the evaluation results, ClassPoint-based interactive learning media received excellent ratings from all respondents. Students gave an assessment with an average score of 3.69 (92.19%), while teachers gave an average score of 3.80 or 95.00%. Observers also gave high ratings with an average score of 3.75 and a percentage of 93.75%. Overall, this media obtained an average percentage of 93.65% and was categorized as Very Practical. These results are in line with the opinion of Arifin et al. (2022), which states that the smoothness of learning, effectiveness, and success in achieving goals is largely determined by the media used. As also emphasized by Dwiyanti et al. (2024) that the use of innovative media can increase students' interest in lessons.

CONCLUSIONS AND RECOMMENDATION

Based on the results of research and discussion regarding the development of interactive learning media based on ClassPoint for learning argumentation texts of class XI students of Senior High School 2 Tambang, it can be concluded that this media was successfully developed through the stages of the ADDIE model, namely analysis, design, development, implementation, and evaluation. The validation process from experts shows that this media is very valid and feasible to use in learning, with a validation score by material experts of 93%, linguists 95%, and media experts 92%.

The effectiveness of this media can be seen from the increase in student learning outcomes. The average posttest score obtained by students was 85.22, and 27 out of 32 students achieved scores above the Minimum Completion Criteria (KKM). In addition, the statistical test results using the Wilcoxon Signed Ranks Test showed a significance value of <0.001 , which means there is a significant difference between the learning outcomes before and after the use of the media, even though the research design is only a one shot case study. The learning atmosphere also became more fun and participatory, characterized by the high enthusiasm and enthusiasm of students in participating in learning using this media.

In terms of practicality, this media is classified as very high. This is evidenced by positive responses from three parties, namely students with a percentage of 92.19%, teachers 95.00%, and observers 93.75%. The media is considered easy to use, attractive, and able to increase students' active involvement during the learning process.

Based on these findings, the researcher recommends that teachers can utilize ClassPoint-based interactive learning media as an alternative in delivering argumentation text material. This media is proven to increase students' enthusiasm for learning and support more interesting, participatory, and student-centered learning. In addition, schools are expected to support technology-based learning innovations such as ClassPoint by providing training, tools, and policies that support the development of interactive media for teachers.

LIMITATION

This study has limitations in measuring the effectiveness of the media as a whole, because it only uses a one shot case study design without a pretest. This is due to the limitations of researchers in developing pretest instruments that are different from the posttest. Therefore, it is recommended that future research use an experimental design that includes a pretest and posttest, so that the effectiveness of the media can be measured more objectively and thoroughly.

CREDIT AUTHORSHIP CONTRIBUTION STATEMENT

The authorship contributions in this research are divided as follows. The first author was responsible for acquiring funding to support the research, developing the methodology, conducting formal analysis of the data, managing the data curation process such as data collection, cleaning, and organization, and developing the initial idea and research concept (conceptualization). The second and third authors assisted in developing the methodology, conducting the formal analysis of the data, and participating in the data curation process.

DECLARATION OF COMPETING INTEREST

We declare that we have no financial interests or any known personal relationships that could affect the objectivity or content of this article.

ETHICAL DECLARATION

All participants involved in this study gave informed consent prior to participation. They were given an explanation of the purpose, procedures, and their rights, including the right to withdraw from the study at any time without any consequences.

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