

## **The Effectiveness of Implementation of The *Nearpod* Application on Students' Vocabulary Achievement at Junior High School**

**Yeyet Kusmiati<sup>1✉</sup>, Hendi Hidayat<sup>2</sup>, Edy Waloyo<sup>3</sup>**

[yeyetkusmiati1@gmail.com](mailto:yeyetkusmiati1@gmail.com)<sup>1</sup>

UIN Cyber Syekh Nurjati Cirebon, Indonesia

[hendi.files@gmail.com](mailto:hendi.files@gmail.com)<sup>2</sup>

UIN Cyber Syekh Nurjati Cirebon, Indonesia

[edyabueza@gmail.com](mailto:edyabueza@gmail.com)<sup>3</sup>

UIN Cyber Syekh Nurjati Cirebon, Indonesia

### **Article Info**

#### **Article History:**

Received 26 August 2024

Accepted 07 September 2024

Published 28 November 2028

#### **Keywords:**

Nearpod Application,  
Vocabulary, Junior High  
School

### **Abstract**

This study aimed to evaluate the effectiveness of the Nearpod application in enhancing students' vocabulary. Utilizing a quasi-experimental design, quantitative methods were employed, and data were collected through pre-tests and post-tests. The findings revealed a significant improvement in vocabulary scores among students using Nearpod. The experimental group showed an increase in average scores from 51.13 (pre-test) to 75.97 (post-test), with a maximum score of 90 and a minimum score of 60. In contrast, the control group's scores increased from 52.03 to 72.22, with a maximum score of 85 and a minimum score of 55. The T-test results indicated a higher post-test score in the experimental group compared to the control group. The standard deviation for the experimental group was 8.604, and for the control group, it was 7.763. The average standard error was 1.587 for the experimental group and 1.265 for the control group. The independent sample t-test showed  $t(df=56) = 2003$  with a p-value of 0.945, leading to the rejection of the null hypothesis ( $H_0$ ) and acceptance of the alternative hypothesis ( $H_a$ ). These results suggest that the Nearpod application is effective in improving students' vocabulary achievement.

✉ Correspondence Address (author1):

E-mail (author 1): [yeyetkusmiati1@gmail.com](mailto:yeyetkusmiati1@gmail.com)

**p-ISSN 2830-5949**

**e-ISSN 2830-4837**

## INTRODUCTION

Education is a vital component of life, and everyone has the right to a good education (Pamungkas et al., 2018). The ability of educators to instruct and a supportive environment for teachers, including students, are the foundations of a high-quality education (Mutmainah & Rudini, 2024). In the current era of information technology, education must continue to advance since it is now essential for all facets of life, including education (Rahmadhani, 2022). It is evident that changes in the sphere of education are unavoidable when one considers all the changes occurring in contemporary society. In contrast to traditional education, modern education has a wide range of goals. Today's students can stay in touch thanks to the advancement of technology, which not only empowers educators but also requires them to use new digital tools in the classroom. To put it another way, educators must help students reach their full potential so they can meet the demands of contemporary society (Naumoska et al., 2022). With the advancement of technology, students can now interact with the globe and compete with one another, therefore proficiency in English is required in today's society.

English is the first foreign language in Indonesia. Many schools or courses provide English as one of their lessons. There are four components to the English language: speaking, listening, reading, and writing. These talents include, among other things, vocabulary. People who don't have enough words cannot communicate their ideas. Students need to have a strong vocabulary in order to support their four language skills. It implies that pupils can learn English if they increase their vocabulary. Insufficient vocabulary is one of the biggest challenges encountered when learning and mastering English. Learn all aspects of English, including writing, speaking, listening, and reading (Hajiz, 2014). Vocabulary is the collection of letters used to represent words in a foreign language. One way to comprehend and become proficient in the English language is through vocabulary (Srisakonwat, 2022).

The primary element for enhancing all English proficiency is vocabulary. Indeed, learning vocabulary is a challenging process that takes time and effort. One of the popular junior high schools in Cirebon. It has been found that the

students in 8th grade have encountered difficulties in reading English materials. Consequently, their English average scores had been very low. Moreover, according to a preliminary survey, it was revealed that vocabulary teaching was frequently overlooked at the school.

What had been found was that teaching English subjects mainly focuses on grammar patterns leading to poor vocabulary development of the students. Due to the problems mentioned above, it was worth finding an effective media to improve the student's vocabulary knowledge and acquisition. There were still some problems that were faced such as the student's English ability.

The use of media was one way to overcome the problem. They were able to comprehend an object that wanted to be communicated, remembered, and engaged in learning vocabulary thanks to the use of media in vocabulary instruction (Hajiz, 2014). There are many practical, efficient, and innovative ways for students to study languages through the use of apps. Additionally, they have the flexibility to learn at their own pace and customize the course material to meet their own requirements. Additionally, using applications might add enjoyment to the English language learning process. Students can engage with their teacher online and through games rather than simply repeating English words in class (Rahmaniar, 2021). As educational technology and the internet have become more widely used, particularly during the coronavirus epidemic, the concept of distant learning has rapidly advanced, and the use of electronic applications for distance learning has increased significantly. An interactive program called Nearpod enables tablet synchronization and can be utilized for both in-person and virtual classroom synchronization. During or after live sessions, the application allows users to build interactive presentations and activities using integrated templates for evaluation (Ajmal et al., 2019).

Using this application allows teachers to design the actual teaching process easily. It is available on the Internet and can be run via a computer or mobile device. This allows customers as teachers to simultaneously host forty students in each session with 100MB of free storage space. This application is characterized by ease of use, flexibility in modification, and the ability to exchange knowledge with educators and fellow pupils thereby making the learning environment more participatory through various e-learning environments. *Nearpod* app makes it easier for students and teachers to communicate. Since *Nearpod's* capabilities can generate text, audio, video, graphics, and even quizzes that are directly monitored or controlled by the teacher, it differs

slightly from other platforms. *Nearpod* learning materials have the following benefits: they are visually appealing and new for students, they don't use up too much internet space, they can be accessed on a device, teachers can keep an eye on students' progress, and *Nearpod*'s features are very extensive, covering all four language skills (speaking, listening, reading, and writing). Therefore, the development of *Nearpod* learning materials can help teachers and students communicate and understand the material (Rahmadhani, 2022).

Furthermore, *Nearpod* can produce enhanced multimedia presentations with practical and intuitive interactive elements. Teachers can then use this app to manage activities and exchange content with students. The classroom setting is more participatory because students can share their work and assignments with the rest of the class and get content. This improves students' vocabulary and level of interest (Al-Shafi et al., 2023). Other interactive features in the app can enable students participate freely in class discussions and help professors engage students and understand their word learning progress (Heilporn et al., 2021). Another element of the *Nearpod* app that helps teachers and students provide immediate feedback during the learning process is responsive feedback.

To increase their comprehension, teachers can benefit from incorporating both the students' growth and their own learning. It is advised that web-based tools like *Nearpod* be used as a teaching and learning tool, particularly in large classes, to promote student interaction and autonomous vocabulary acquisition. Since learning with *Nearpod* media is more diversified and less repetitive than with just books and a blackboard, it will be more enjoyable. Media that has several features is referred to as *Nearpod* media. This media has many diverse features that can be used for learning.

Therefore, using *Nearpod* media can help teachers make students more interactive in class (Hermawan & Panjaitan, 2022). Prior studies have been carried out by (Kurniawati et al., 2016). The purpose of this study is to ascertain how the ICT tool *Nearpod* affects students' reading skills. According to this study, *Nearpod*'s deployment at SMA Negeri 1 Banjar has a major impact on the

reading abilities of the children. The experimental group's mean score ( $M=80.76$ ) is greater than the control group's ( $M=70.77$ ), according to the result. The interview results revealed that *Nearpod* positively impacts the process of learning reading. Students can access the material anytime and anywhere via *Nearpod*. Additionally, it improves learning effectiveness, efficiency, and interest. Further study is encouraged to investigate the *Nearpod* on other English skills, disciplines, or levels.

However, this researcher is interested in conducting research in schools with the title "The effectiveness of the implementation of *Nearpod* application to improve students' vocabulary achievement at a junior high school for 8th-grade students from Cirebon participated in this experimental study during the 2023-2024 school year. Furthermore, there are two variables studied, namely the independent variable and the dependent variable. The independent variable in this research is the implementation of the *Nearpod* application and the dependent variable is students' vocabulary achievement.

## METHOD

The research used a Quasi-experimental design as the method to investigate this study. Quasi-experimental research is a type of research that lacks the random assignment of participants to treatment or control groups. This type of design is used when it is not feasible or ethical to randomly assign participants to groups a manipulate the independent variable (Fetters et al., 2013). The design of this research was to investigate whether the use of Mobile Assisted Language Learning via *Nearpod* in student vocabulary learning. Moreover, this research uses primary sources through experiments and secondary data source is a literature review, which is necessary to gather information on expository texts from books, websites, journals, and other sources.

The population of this research was All eighth-graders at MTs Negeri 5 Cirebon during the academic year 2023–2024 which consists of 8 classes. As stated by Frankel et; all (2012), the population is the group the researcher is interested in and to which the study's findings should be applied. The sample of this research was 27 students from class VIII B participated as the control group in this sampling, whereas class VIII F, which had 31 students, served as the

experimental group. Creswell (2012, as cited in Mardiah et al., 2023) claimed that a sample is a subset of the target population that the researcher intends to analyse in order to draw conclusions about the target population as a whole. There are two variables in this research, the independent variable and the dependent variable. The independent is the *Nearpod* application as a Mobile Assisted Language Learning through denoted by “X” and dependent. The variable is Vocabulary Mastery symbolized by “Y” (Sugiyono, 2013).

### Instruments

In this study, the instrument aim to measure natural or social phenomena, ensuring it was valid and reliable. According to Sugiyono (2010), a valid and reliable instrument is a measuring tool used to get valid data. Validity means the instrument can measure what it is supposed to. While the instrument is reliable, it will result in the same data when used to measure it many times. The purpose was to assess students' vocabulary achievement. The instrument involved pre-tests and post-tests in a fill-in-the-blank format. The pre-test gauged students' vocabulary knowledge before using *Nearpod*, focusing on recount texts. The post-test measured vocabulary achievement after the intervention, with the experimental class using *Nearpod* and the control class not using it. The researcher used the school's English syllabus to demonstrate the content validity of the instrument, which was a written test where students wrote English words based on a given story. The validity test results were used to develop the instrument further. Grade 8 students completed pre-tests and post-tests. A rating scale and work instructions based on Basic Competency Standards (SKKD) were created to ensure the instrument's validity.

**Table 1.** Validity Criteria

Average Interval Score (%)	Classification
81 – 100	Very Good
61 – 80	Good
41 – 60	Enough

21 – 40	Bad
0 – 20	Very Bad

### Data Analysis Techniques

The researcher used quantitative data analysis to compare pre-test and post-test scores, evaluating the effectiveness of the *Nearpod* application in improving vocabulary achievement among students at MTs Negeri 5 Cirebon.

1. Descriptive statistics (mean, standard deviation, mode, median, range, minimum, and maximum scores) and inferential statistics (homogeneity, normality tests, and t-tests) were employed using SPSS version 26.
2. The normality test confirmed that the data distribution was normal, and the homogeneity test showed that the variances were the same.
3. The independent sample t-test and matched sample t-test were used to compare the means of the experimental and control groups. The results indicated that the *Nearpod* application significantly improved students' vocabulary achievement, as evidenced by the higher post-test scores in the experimental group compared to the control group.

## RESULTS AND DISCUSSIONS

This chapter examines findings and discussions of the application of *Nearpod* for teaching vocabulary skills, presents data descriptions, evaluates student performance through scores obtained via *Nearpod*, and analyzes the disparities between students instructed with *Nearpod* and those without it in the learning process.

### RESULTS

This study explored the using the *Nearpod* application to enhance vocabulary instruction through presentations that include text, images, videos, and interactive quizzes. The research involved collecting pretest and posttest data to evaluate the effectiveness of *Nearpod*. The pretest was conducted before using *Nearpod*, while the posttest was conducted after its implementation. The study compared two groups: the control group (variable x) and the experimental group (variable y). The research included pre-test and

post-test evaluations to investigate the effect of the Nearpod website on educational outcomes in a cohort of 31 students (class VIII F). A 45-minute pre-test was administered before the implementation of Nearpod, followed by a 40-minute post-test following the intervention, which occurred at the third meeting in the experimental class. Meanwhile, in the control class, the researcher used oral pre-tests and post-tests to ascertain the learning outcomes in the control group before and following the use of printed books. The twenty-seven students in class VIII B, who acted as the control group, took a pre-test and a post-test given by the researcher. Before using a printed for 20 minutes, students completed a pre-test administered by the researcher. After receiving treatment, they did a post-test. The treatment was given twice a meeting to accelerate learning. After gaining the results of the pre-test and post-test in the experimental class, the researcher conducted an analysis using SPSS 26. The result will be shown as follows:

**Table 2.** Descriptive Statistics of Experimental and Control Class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Vocabulary Result	Experiment	31	77.4194	8.83845	1.58743
	Control	27	75.1852	6.57523	1.26540

The results show that there is a significant difference between the mean scores of the experimental classes is 77.41 while the control class is 75.18. that the standard deviation of the experimental class is 8.838 and the control class is 6.575. Meanwhile, the average standard error of the experiment class was 1.587, and the controlled class was 1.265. So, there is a difference in the mean of the experimental and control classes.

The researcher analyzed the test results from the experimental and control groups using the T-test formula. Prior to evaluating the T-test outcomes, it is essential to verify the homogeneity and normality of the data to analyze any discrepancies in significant levels. The normality test is important to establish whether or not the data are present and have a normal distribution. The next step is to do a homogeneity test to see if

the data are homogeneous.



### 1. Normality test

The researcher used SPSS 26 software to conduct a normality test, which involves checking the significance value. If the significance value is at least 0.05 ( $\alpha = 0.05$ ), the data is considered normal; if it is less than 0.05, the data is not normal. For samples smaller than 50, the Shapiro- Wilk test is used. The researcher applied the Shapiro-Wilk test to the data, as shown in the table below:

**Table 3.** Normality Test of Controlled Class

The calculations from the SPSS version 26 program in the table above indicates that. Significant. Using the Shapiro-Wilk Test, the score of the pre-test is  $0.281 > 0.05$ . The post-test score was 0.290. Consequently,  $H_a$  (Alternative Hypothesis) is rejected, and  $H_o$  (Null Hypothesis) is accepted, indicating that the sample data from the population pre-test and post-test in the control class follows a normal distribution.

**Table 4.** Normality Test of Experimental Class

The data in the Shapiro-Wilk table from the pre-test results is significant at 0.139, as indicated by the table. Also, the post-test score was 0.227. This implies that the experimental class data is normally distributed, as the significance score exceeds 0.05 ( $\alpha = 0.05$ ).

### 2. Homogeneity test

The researcher used SPSS 26 to perform a homogeneity test on the data. If the significance level is higher than 0.05 ( $\alpha = 0.05$ ), the data is considered homogeneous. If the significance value

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest of a controlled class	.131	27	.200*	.955	27	.281
Posttest of a controlled class	.130	27	.200*	.955	27	.290

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest of Experiment Class	.134	31	.163	.948	31	.139
Posttest of Experiment Class	.154	31	.058	.956	31	.227

a. Lilliefors Significance Correction

is less than or equal to 0.05, the data is not homogeneous. The homogeneity variances of both groups in the pre-test and post-test were analyzed. The results can be seen below:

**Table 5.** Homogeneity Test Result of the Pre-test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Vocabulary Result	Based on Mean	.411	1	56	.524
	Based on Median	.345	1	56	.559
	Based on the Median and with adjusted df	.345	1	55.106	.559
	Based on trimmed mean	.410	1	56	.524

As demonstrated in the previous table, the degree of significance was greater than 0.05 ( $\alpha = 0.05$ ) when the mean of the pre-test score was taken. As a result, it is possible to assert that both of the pre-test groups are homogeneous.

**Table 6.** Homogeneity Test Result of the Post-Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Vocabulary Result	Based on Mean	3.014	1	56	.088
	Based on Median	2.326	1	56	.133
	Based on the Median and with adjusted df	2.326	1	49.251	.134
	Based on trimmed mean	2.937	1	56	.092

According to the post-test homogeneity test results in the Experiment and Control class, the significance value is 0.88, which exceeds the threshold of 0.05. Therefore, it can be inferred that the data distribution is homogeneous.

After conducting normality and homogeneity tests on the pre-test and post-test data from the experimental and control classes, the researcher performed hypothesis testing to determine if there were significant differences in vocabulary abilities between the two groups. The experimental class used the Nearpod application, while the control class used printed books. The Independent Sample T-Test with SPSS version 26 was used to analyze the differences between the two variables. The analysis aimed to assess the impact of the Nearpod application on students' vocabulary achievement compared to traditional printed books.

**Table 7.** Independent Sample Test-

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Vocabulary Result	Equal variances assumed	.310	.580	2.052	56	.945	2.23417	2.07144	-1.91543 6.38377
	Equal variances not assumed			2.052	55.737	.945	2.23417	2.07144	-1.91543 6.38377

The results show that there is a significant difference between the mean scores of the experimental classes is 77.41 while the control class is 75.18. that the standard deviation of the experimental class is 8.838 and the control class is 6.575. Meanwhile, the average standard error of the experiment class was 1.587, and the controlled class was 1.265. So, there is a difference in the mean of the experimental and control classes. Independent sample test data shows that the results of  $t$  ( $df=56$ ) = 2003 and the p-value or sig (2-tailed) is 0.945. researchers use  $\alpha = 0.05$  (5%) as the significant level, so the null Hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted because the p-value or sig (2-tailed) of 0.945 is gathered than  $\alpha = 0.05$  (5%). It can be concluded that the use of the *Nearpod* application is effective for students' vocabulary achievement.

## DISCUSSION

The Nearpod media paradigm aids and directs students in vocabulary acquisition and work organization. It is essential to motivate students to investigate their concepts and render the learning process vibrant and innovative. This educational methodology effectively enhances vocabulary proficiency among second-grade junior high school students by promoting their ability to articulate ideas, opinions, and thoughts. *Nearpod's* features are very interesting, when used, *Nearpod* is an excellent and motivating way of learning. Widiawati; Nurmaningsih; and Haryadi (2022) stated that *Nearpod* is an interactive application, where teachers can present material containing pictures, videos, and *quizzes* that can be played with students. The *Nearpod* program combines audio-visuals and interesting quizzes, which students like in a vocabulary learning platform. The key to learning English is using fun ways of teaching.

The data analysis indicates that the use of Nearpod media significantly enhances vocabulary achievement among eighth-grade students at Mts Negeri 5 Cirebon. Data from 31 experimental class students

revealed a pre-test mean score of 51.93 (categorized as "Enough"), with scores ranging from 25 to 75. After three treatments using Nearpod, the post-test mean increased to 77.41 (categorized as "Good"), with scores ranging from 60 to 95. The improvement demonstrated the effectiveness of Nearpod in enhancing vocabulary learning, as the post-test scores were consistently higher than the pre-test scores. These findings align with the research of Panjaitan (2022), which also showed significant gains in experimental groups using similar interventions, further validating the positive impact of Nearpod on vocabulary achievement.

Moreover, in the control class, 27 students produce the description. It displayed that the average score was 50.92 (before treatment). 50.92, which is classified as "Enough" based on the scoring criteria. which was a variable Pre-test from the data can be described that the minimum score is 25 and maximum score is 75 and the standard deviation value of 13.8. Variable Post-test from the data can be described that the minimum score is 60, the maximum score of 85, and the average score of 75.18. Based on the scoring criteria, the control class lower mean gain score than the experimental class. which means that there is a difference before and after learning using *Nearpod* in the experimental group and vice versa.

In the study conducted by Arif et al. (2020), the pre-test analysis compared the average scores of the experimental group and the control group. In the experimental group using the electronic dictionary, the improvement surpassed that of the control group, which used the printed book. The post-test results indicated that the experimental class had a mean score of 71.471, whereas the control class had a mean score of 61.426. Both classes exhibited an increase in mean scores compared to their pre-test results. The experimental class exhibited an increased mean score of 29,339 points, but the control class attained only 15,985 points, indicating a disparity in post-test achievements between the two classes. The pre-test results for the experimental class were as follows: 0 (0%) students achieved a Very Good qualification, 0 (0%) attained a Good qualification, 5 (14.7%) received a Moderate qualification, 17 (50%) were classified as "Low," and 12 (35.3%) failed. In the post-test, there were 4 (11.8%) students with "Very Good" qualifications, 7 (20.6%) students with "Good" qualifications, 19 (55.9%) students with Moderate qualifications, 4 (11.8%)

students with Low qualifications, and 0 (0%) students with Failure credentials. The post-test score exceeded the pre-test score. Utilizing an electronic dictionary for vocabulary instruction may enhance students' performance on vocabulary assessments and elevate their proficiency in vocabulary acquisition. According to the data, the pre-test results for the control class were as follows:

0 (0%) students achieved a "Very Good" qualification, 0 (0%) attained a "Good" qualification, 5 (14.7%) received a Moderate qualification, 23 (67.6%) were classified as Low qualification, and 6 (17.6%) fell into the Failure category. In the post-test, there were 0 (0%) students with a "Very Good" qualification, 1 (2.9%) student with a "Good" qualification, 24 (70.6%) students with a Moderate qualification, 9 (26.5%) students with a Low qualification, and 0 (0%) students with a Failure qualification. The post-test score in the control group exceeded the pre-test level. Nevertheless, the improvement in pupils' scores was not significantly substantial. Students taught with paper dictionaries did not attain superior vocabulary scores compared to those taught with electronic dictionaries.

The researcher used SPSS version 26 to perform a normality test, confirming that the pre-test and post-test data from both the experimental and control classes were normally distributed. The Shapiro-Wilk test results for the experimental class were 0.139 and 0.227, and for the control class, 0.281 and 0.290, all greater than the significance value  $\alpha = 0.05$ , indicating normal distribution. Homogeneity tests showed that the data from both groups were homogeneous, with significance values higher than  $\alpha = 0.05$ .

Hypothesis testing using an independent sample t-test revealed that the experimental group, with an average score of 77.41, significantly outperformed the control group, which had an average score of 75.18. The standard deviations were 8.83 for the experimental group and 6.57 for the control group. The t-test results ( $t$  (df=56) = 2052,  $p$ -value = 0.045) led to the rejection of the null hypothesis, confirming the effectiveness of the Nearpod application in improving vocabulary achievement. This aligns with previous findings by Erni et al. (2022), highlighting the benefits of Nearpod for both students and teachers in making the learning process more engaging and effective.

## CONCLUSION

This research, conducted in the VIII grade of Junior High School in Cirebon that examined the



effectiveness of Nearpod as a teaching tool for vocabulary achievement. The study compared two groups: an experimental class (VIIIIF) using Nearpod and a control class (VIIIIB) using printed books with a discovery learning model. The teaching process with Nearpod followed six steps: posing material-related questions, organizing students, exploration and investigation, teacher monitoring, presenting results, and evaluating presentations. The findings revealed that the control class improved from a pre-test mean score of 50.92 ("Enough") to a post-test score of 75.18 ("Good"), while the experimental class improved from 51.93 ("Enough") to 77.41 ("Good"). Nearpod was found to have a 70% positive effect on vocabulary achievement, demonstrating significant improvement in student performance. Furthermore, students in the experimental class were more motivated and active, as Nearpod facilitated idea sharing and made learning enjoyable and interactive. Therefore, Nearpod is an effective and engaging tool for enhancing vocabulary learning in a classroom setting.

## REFERENCES

- Al-sharafi, M. A., Mostafa, A.-E., Wei-Han Tan, G., & Boon Ooi, K. (2023). *Current and future trends on intelligent technology adoption* (Vol. 1128).
- Hajiz, A. R. (2014). Improving students' vocabulary by using visual media at SMP Negeri 10 Makassar. In *Implementation Science* (Vol. 39, Issue 1).
- Heilporn, G., Lakhal, S., & Bélisle, M. (2021). An examination of teachers' strategies to foster student engagement in blended learning in higher education. *International Journal of Educational Technology in Higher Education*, 18(1).  
<https://doi.org/10.1186/s41239-021-00260-3>
- Hermawan, M. N., & Panjaitan, B. N. (2022). The influence of using nearpod to improve student's vocabulary in learning english as foreign language. *Jurnal Pendidikan Dan Konseling*, 4, 6076–6081.
- Kurniawati, L. A., Kristanto, B., Kastuhandani, F. C., & Rahajeng, D. T. (2016). Introducing SDL trados to beginning translators. *Indonesian Journal of English Language Studies*, 2(1), 91–105.
- Mutmainah, M., & Rudini, R. (2024). Developing virtual learning models to enhance critical thinking and maternal nursing practice competency: an R&D research and effectiveness study. *Khazanah Multidisiplin*, 5(2), 159–180.
- Naumoska, A., Rusevska, K., Blazhevskaa, A., & Stojanovska, M. (2022). Nearpod as a tool for increasing students' motivation for learning chemistry. *International Journal of Education and Learning*, 4(1), 89–99.  
<https://doi.org/10.31763/ijele.v4i1.616>
- Pamungkas, D. E., Suhanadji, S., Hendratno, H., Sukarman, D., Mustaji, D., & Roesminingsih, M. V. (2018). Enculturation of caharcter eduaction through transforming scschool [cultural values at elementary school in Indonesia. *International Conference on Education Innovation*, 212, 1–5.  
<https://doi.org/10.2991/icei-18.2018.1>
- Rahmadhani, R. (2022). *Pengembangan Media Pembelajaran Nearpod Pada Materi Teks Eksposisi Siswa Kelas X SMA Negeri 5 TanjungBalai*.
- Rahmaniar, Y. (2021). *The use of jumble word in teaching vocabulary*.
- Risky, S. N., Auliya, R., Anjarwati, S., A'liyah, U. H., & Hadi, M. S. (2023). Pemanfaatan E-media Nearpod dalam meningkatkan kemampuan matematis dan motivasi peserta didik. *Jurnal Ilmiah Mandala Education*, 9(2), 1017–1023.  
<https://doi.org/10.58258/jime.v9i2.4952>
- Srisakonwat, P. (2022). The effects of Nearpod application on improving vocabulary Knowledge of Mathayom Suksa 3 students at Sansaiwithayakom school in Chiang Mai province. *Journal of College Teaching & Learning (TLC)*, 13(1), 180–193.