

Exploring Students' Experience of Using Nearpod in Grammar Lesson about Students' Increased Engagement: A Descriptive Qualitative Approach

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ABSTRACT

Keywords: Gen Z, Nearpod, Students' experience, Student's engagement.	The research aims to investigate the student's experience of using Nearpod related to students' increased engagement in grammar lessons at SMAN 1 in Surakarta. A significant level of engagement is the key for students to keep up with grammar lessons and then gain a better comprehension of the lesson. The research uses a descriptive-qualitative method. The research applies focus group discussion, in-depth interviews, observation techniques, and document analysis. To broaden understanding of the level of engagement, the research explores the students' experiences in learning grammar using Nearpod. The research then analyzes the data from techniques to identify the pattern, trend, theme, and meaning. The result of the research shows that the use of Nearpod in Grammar Lessons has a significant impact on increasing students' engagement. This finding implies the importance of integrating subjects with digital platforms to create a collaborative and interactive environment of learning.
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Introduction

We are currently in the era of information technology which is familiarly referred to as the 4.0 era. This 4.0 technology era is characterized by the integration of digital technology into everyday life through the use of data, the use of Block Chain, the application of Smart Manufacturing technology, the development of Artificial intelligence (AI) technology, the use of the Internet of Things (IoT) and the use of Augmented Reality (AR) and Virtual Reality (VR).

The generation that was born and grew up in an era where smart devices, the internet, and digital technology have become commonplace is known as Generation Z. The term the people nowadays are Generation Z who is considered a new generation and grew up with modern technology and facilities. People at this age probably decide and do things very fast and do not like to wait for anything. They often do many things at the same time that might affect their job performance and perception. Therefore, people in Generation Z, who are classified as early school age, are easily distracted from their work and immerse themselves in the digital world lacking interaction with society (Klinjuy,

2020). So Generation Z can be referred to as "Digital Natives" because they are familiar with the digital environment.

In education, Generation Z is no stranger to digital learning, accessing learning materials online and utilizing learning apps. Generation Z students spend much of their time accessing social media and online media. If there is something they do not know, they are used to referring to search engines such as Google. With such characters, the learning process for Generation Z requires specialized teaching methods. The learning process for Generation Z requires the use of methods or teaching methods that engage learners between the learners and the instructors or among learners themselves. Not only making the students interested in learning but also allowing learners to express the process of their thinking and decision-making. The instructors can assess what the learners reflect on both speaking and writing or when interacting with their classmates. This can help to prevent misunderstandings and finally become meaningful knowledge for the learners, that is, the learners can link the new knowledge with the existing knowledge and such knowledge can be used to analyze the problems encountered in daily life (Klinjuy, 2020).

According to (Berg, Oddane, & and Lamøy, 2022) Generation Z learn by observation and experimental practice, not through reading and listening to PowerPoint presentations (Shatto and Erwin, 2016). They tend not to use textbooks or manuals for research. Rather, there is a reliance on internet search engines and videos. Hope (2016) provides a summary of their learning styles with the following phrase: "Want to learn something? Google it. Want to learn something? YouTube it." Learning is a combination of experiences to alter behavior, which occurs through practice, therefore, exploring the benefits of hands-on and experiential experiences should be considered when preparing to teach the Z generation of students, keeping in mind that they are visual and prefer physical learning applications and engagement. (Paramita, 2023). That's why effective learning for Gen Z requires media and online learning platforms, including in this case learning English writing.

The Senior High School students are identified as Generation Z ("Gen-Z"). They are born between 1995-2012. Their daily life is so connected to the internet. Technology and the internet become important parts of their life. It's inseparable. They are used to communicating by using gadgets in their hand. To describe their attachment to the internet through their gadget, according to Hastini, Yossi L., Fahmi, Rami., and Lukito, Hendro., 2020, page. 3, most Gen-Z engage in their social life online and half of Gen-Z prefer online communication to communication in real life. Although they get used to exploring the world with gadgets on their hands, their digital literacy does not improve well. It instead affects their English proficiency especially Grammar which tends to be stagnant or decreasing.

To overcome the challenging problem of studying Grammar among students, the researcher approaches it by using a digital platform called Nearpod. Nearpod seems to enable students to actively participate and engage collaboratively. By using Nearpod, Grammar Lesson is held under dynamic, relaxing, and fun circumstances. It's expected to minimize anxiety, lack of confidence, reluctance, and other mental barrier among

students to share their ideas. By creating a real-time enabling environment, students should be more engaged in studying Grammar.

Burton, Rob in a review of Nearpod- an Interactive tool for student engagement (2019 page.95) states that Nearpod provides the flexibility for the educator to shift from presentation/ lecture mode to individual and group activities. Nearpod allows students to collaborate and post as well as being able to participate in polls (Burton, 2019). According to Lestari, Puji., and Sihombing, Lambok Hermanto (2022, page 75), Nearpod can be used as a digital platform to improve students' writing. As we know one of the ways to see the students' understanding is through assessment. One form of writing assessment entails the creation of an essay in multiple drafts, with checklists to help with evaluation. If Nearpod can improve students writing, it means it can improve students' grammar as well.

According to Ariyani, Sartika Dewi., dan Nurkhamidah, Neni, 2023 Page. 52, Nearpod application was built in 2012 (Sanchis et al., 2021). Moreover, Nearpod makes it possible to make presentations by including various activities, web content, and questions; besides that, Nearpod can track students' activities in real time. Easy application use makes Nearpod one of the web-based applications used in the learning process. Easy accessibility, no registration required, no need to download apps, and an intuitive design make the Nearpod the choice.

Some researches show positive impacts on students' experience and engagement in learning English by using Nearpod as a tool for teaching. Delacruz observed the use of Nearpod in guided reading groups. She compared the traditional guided reading with Nearpod guided reading and she found that most students chose Nearpod as a good tool to guide them in the reading process. She explained that the interactivity seemed to be the main reason for the preference as demonstrative in the students' reactions to Nearpod. Furthermore, the result of her study showed that using Nearpod for the guiding reading could be incorporated with little effort and increased student engagement (Kalsum, 2021).

Nearpod is an app that could enhance collaboration and interaction in the classroom. Because it makes it possible for teachers and lecturers to coordinate, present, and manage in-class materials like slides and videos. Additionally, Nearpod reports on student actions in class, enabling teachers to evaluate how well their charges are learning (Susanto, Rachmadtullah, & Rachbini, 2020). Giving students additional chances to participate in learning activities and enabling them to interact with one another in a lively manner, can also enhance their learning experiences and raise their happiness with their learning (Herwawan & Panjaitan, 2022).

Numerous studies have clarified the benefits of Nearpod for online teaching and learning (Burton, 2019). First, it is advised that Nearpod should be employed in crowded classrooms to increase student interaction. Second, Nearpod can be a fabulous tool for students' engagement and motivation during lectures because it contains attention-generating features. Third, student-student interaction or student-teacher interaction can be conducted through 'collaborate board' or 'draw it activities', reducing students' anxiety in speaking because they have more freedom to share their ideas and discuss other

students' answers. Finally, the poll activity and Report section allow teachers to give instant feedback on learners' results (Sanmugam, Selvarajoo, Ramayah, & Lee, 2019). In other words, Nearpod helps reveal quickly what students achieve and their shortcomings after each lesson, from which teachers may adjust their teaching plans. Therefore, Nearpod is time-saving in grading and assessment.

Shanmugam et al. (2019) believe that Nearpod can conduct interactive learning environments and increase students' engagement and motivation during the learning process. Nearpod provides features where teachers can view the number of students who are actively involved during the teaching session. Besides, Nearpod also helps teachers with the assessment process. Teachers can make a quiz on Nearpod then the quiz submitted by the teacher can be graded immediately; therefore, students can get real-time feedback. (Buttrey, 2021) has experienced using Nearpod in the learning process and it shows that Nearpod can make an enjoyable environment. Further, Buttrey states that Nearpod shows promise as a tool to assist the teacher in keeping students actively engaged in face-to-face or distance learning. It will have an impact on student's performance in the learning process (Dewi, Santosa, & Dewi, 2023).

There is limited research that provides the data to support the claim that Nearpod can improve students' level of engagement in English Grammar. Therefore, this research aims to fill this gap by exploring the students' experience and observing the tenth-grade senior high school student's level of engagement in learning Grammar in a Senior High School in Surakarta. The research will provide empirical evidence that is usable to improve effective grammar teaching by using Nearpod as an interactive and collaborative tool. This study is about to focus on the following questions:

1. How do students experience grammar learning by using Nearpod?
2. How does the interaction between students in grammar learning by using Nearpod?
3. What are the responses of students to the interactive features provided by Nearpod in the context of grammar learning?
4. How does the utilization of Nearpod affect participation and engagement in grammar discussions and exercises?
5. How do students perceive the effectiveness of using Nearpod in improving their grammar skills?
6. What are the learning strategy of learning used by teachers in using Nearpod to ensure optimum engagement of students in grammar learning?
7. What are the challenging factors of using Nearpod in grammar learning?

Research Methods

The method employed descriptive-qualitative study by describing and explaining the phenomena thoroughly. It focused on understanding the meaning and context of the phenomena by using data collected in in-depth interviews, observation, and document analysis. The study is about to be conducted for three weeks. The participants were eleventh-grade students from two classes to get diverse perspectives and the teacher who got involved with it. The purpose of the descriptive qualitative study was to find out if

the usage of Nearpod improves the student's engagement in learning grammar. As many of 71 students of two classes were observed, 20 students of two classes were randomly selected and then requested to have a focus group discussion and in-depth interview. The discussion and interview guidelines are divided into three aspects, namely: an exploration of the student's experience in using Nearpod, the student's level of engagement, and the perceived usefulness using Nearpod in learning grammar. Then, the interview transcripts were manually analyzed qualitatively.

Results and Discussion

The researcher focused on answering the questions above based on findings from observation, discussion, in-depth interviews, and data analysis. The researcher found that since its introduction in grammar class, the use of Nearpod seems to improve the level of engagement of the students. It is the main theme of the research by exploring the experience of students in using Nearpod for grammar learning.

Students' Experience of Newness

As a web-based educational platform, Nearpod offers newness in learning and teaching activities. It optimizes subject material to be very well presented in various formats that can be accessed through the screen gadgets of students. "As a medium of learning, Nearpod offers something new for me. I can look at my gadget screen to present learning material, not only in powerpoint or text but also in audio-visual. All are under teacher's control". "Sometimes the teacher asks us to direct participation, discussion or send the link as a learning material". Nearpod gives students a new experience of learning. "When I used Nearpod for the first time, I felt so amazed. It's like opening the door towards new interactive learning". Learning grammar by using Nearpod gives students new and positive experiences.

Observing the gestures shown by the students and their intonation during the interview, indicate that the use of Nearpod in grammar lessons is greatly accepted among students. They express their positive experiences and are more enthusiastic and cheerful. "Nearpod has changed the way I positively learn grammar". It increases my mood in learning grammar". They recognize Nearpod as a reliable helping tool to enhance their skill in English. Nearpod is perceived as a valuable online resource to facilitate their comprehension of grammar material satisfactorily. "I think Nearpod enriches my experience in studying grammar in many ways with its interactive features". Nearpod is an online learning tool that helps students to learn grammar better. Students also reported that Nearpod makes a significant contribution to their comprehension of grammar. Learning grammar by using Nearpod is much better than without it. Students have optimistic opinions and impressions about the benefits of using Nearpod.

Data suggest that the students get motivated to participate using Nearpod in grammar lessons. Most of them are satisfied. The use of Nearpod as a learning tool is very welcome. "Learning grammar is quite challenging. It needs great effort to keep up with. And I find Nearpod helps me a lot to learn grammar better". Most of the students

respond positively to the usage of Nearpod which increases their level of engagement. "Nearpod is very helpful to overcome my anxiety in learning grammar. I can comprehend the subject better". The data also suggest that there are two hindering factors for student engagement, that are gadget distraction and internet network lagging.

Interaction Between Students

Learning grammar by using Nearpod creates a relaxing environment and ice-breaking. On one hand, the teacher saves a lot of energy by reducing oral explanation before class, to be more productive by developing learning material and giving feedback. It improves the level of student engagement. On the other hand, students feel free to ask questions and give answers without being afraid of getting bullied by their classmates. "Nearpod enables me to address my opinion without being afraid of getting bullied". The use of Nearpod overcomes a big hindrance that usually occurs in conventional teaching, reluctance to participate to avoid direct criticism from classmates or teachers.

When using Nearpod, the interaction between students is unavoidable as Nearpod is designed to be a collaborative learning platform. In other words, Nearpod indeed enables teachers, students, and the whole class to continuously collaborate and gain the best benefit from it. "I didn't get used to expressing my opinion orally in front of the class. Thanks to Nearpod that makes my idea heard or listened to by the other students and teacher". "I'm an introvert. I don't talk a lot or be sociable either. Nearpod helps me bridge my gap".

Certain students usually actively respond, participate, or give feedback on the material discussed or taught. Many of the students are reluctant to address their opinions orally in front of the class for any reason, namely they feel they do not have self-confidence, to are afraid of being laughed at or teased. "It takes a gut to give your opinion in front of the class. I don't want to be bullied especially when I give my answer and the answer is incorrect". Nearpod provides interactive features such as a collaborative board, quizzes, and games that enable students to interact more intensively and frequently. "With Nearpod, it's easy for me to interact with the other students in a fun way. I can answer questions, and do my part in task group without being afraid of getting bullied".

Productive interaction between students occurs during accessing material presentation through students' gadgets. Moreover, The shared material varies in different kind of formats, such as Audio, Video, Audio-Video, PPTX, text, image, YOUTUBE links, and online media links. The students interact with each other by sharing opinions, answering direct questions, or actively participating in class discussions. "Using Nearpod is fun for me as we can interact with each other through our gadget. We can share our opinions or answer questions".

. Nearpod creates an engaging learning experience so that students are encouraged to participate and interact with each other in grammar learning. The students exhibited a positive manner toward using Nearpod. As commonly presumed, English Grammar is commonly challenging. Due to challenging material, when the students find it difficult, they tend to get stuck and get bored. As if nobody can help them to overcome this situation. When introduced to Nearpod, the student finds that it's very useful for

comprehending grammar material. Besides, the students find that using Nearpod in class helps them to do given assignments more effectively.

Response to the Interactive Features

Nearpod provides interactive features, such as Interactive Presentation, Question and Polling, Assignment and Quiz, Interactive Image, Video and Audio, 3D content and VR, and Annotation that enable students to mark, underlying, or write notes on the presented slide to express their thought or highlighting important information, Collaborative Board, Group Discussion, Tracing and Analysis. Almost everything needed to conduct effective and fun classes is provided by Nearpod. “I can write on notes and post it, erase it whenever needed. And the note can be saved so that whenever I need it, I can read it again and again”. “Sometimes when it’s hard for me to comprehend the material, I use notes, one of the features provided by Nearpod. And then I can ask the teacher to explain it in more detail”.

It seems that most of the students enjoyed a new approach to learning grammar by using Nearpod. Highly motivated by the need to master English as an international language, they are ready to deal with newness, innovation, and technology that make it easier to master English, especially in grammar. The more the students are engaged in learning, the more they are motivated to master the subject. It is driven by their interests. They can adapt to new circumstances of learning, including the use of Nearpod. The use of Nearpod is a new thing for the students, especially in grammar class.

The eleventh students get acquainted with Nearpod when introduced by their grammar teacher. Even though it is new, the students have no difficulty in using it. Students are motivated to explore its further features. It gives them new experiences “We use Nearpod in English lessons. It’s easy to use and helps us to understand the subject better”. “Learning grammar with quizzes and group assignments by using Nearpod overcame my boredom and helped me focus more on attending grammar class”. Although most students show high intrinsic motivation when dealing with a new approach to learning grammar, a few consider it not effective, even decreasing the level of engagement. They feel comfortable reading manuals or textual books rather than using gadgets to connect with the subject matter.

Dealing with the difficulty of mastering grammar material, they can keep making the material by building productive interaction with other students through Nearpod’s interactive features. “Learning grammar is not easy. English is not my mother language. As English is an international language, I cannot abandon it. No matter if I like it or not, I must try my best to understand. And thanks to Nearpod that helps me a lot to make me deal with grammar lessons”. Other students say, “ I could never imagine that learning grammar would be as a fun with Nearpod”.

Student’s Participation and Engagement

Nearpod provides features that enable teachers to share subject matter with students or let students have real-time participation by choosing direct participation and sharing a code with the students. “We can manage easily when we’d like to share the subject matter with students or let them engaged in direct participation”. Before the use of Nearpod, the

level of student participation may vary, with some students tending to be passive in class. However, with the use of Nearpod, there was a significant increase in the level of student participation. The main trend observed showed the increase in students' participation during the use of Nearpod in grammar learning.

The use of Nearpod increases the level of student's engagement in learning grammar. The teacher is no longer the center of attention in class but the grammar materials are presented in their gadgets' screen. Their eyes keep looking at presented texts, images, and videos meanwhile their ears keep listening to the audio and instructional voice of the teacher. "I get used to being distracted, doing something else when the teacher explains the material in front of the class. But Nearpod offers different things that can make students engaged more than before. The students usually get distracted for any reason, such as boredom, not interest, or fatigue. It means they do something that does not relate to the lesson. But when using Nearpod, most of them seem to be more engaged.

Technology may affect to increase or decrease student's engagement in learning grammar. If the level of engagement is high, it supposedly increases the comprehension level of the subject. But if the level is low, it supposedly decreases the comprehension level of the subject. The use of Nearpod in grammar class, for most of the students improves the level of engagement. Compared with conventional grammar class that relies on the teacher, the learning environment of the new approach of teaching using Nearpod encourages students to keep listening to the teacher, operate gadgets to keep up with the subject matter, question and answer, get connected with the whole class and collaborating with others. "Nearpod boosts my mood. I'm not afraid anymore to answer, ask questions, and give my opinion even though my answer or my opinion may be false". I can express my opinion and answer questions more freely without being afraid of getting bullied by my classmates. Nearpod as a web-based educational platform is reliable to improve student's level of engagement. It creates dynamic learning in a grammar class environment.

Perceived Of Effectiveness Using Nearpod

Nearpod is perceived as an effective medium for learning grammar. The use of Nearpod encourages the students to be involved and engaged in learning grammar. Only not to be passive listeners, the students participate actively in many kinds of creative and interactive activities provided by this web-based educational platform, including participating in quizzes, class discussions, answering questions, doing assignments, and collaborative exercises. It means that students' engagement in using Nearpod creates a certain dynamic and supportive environment in which every student, indiscriminately has an opportunity to get involved in the learning process actively and productively, becoming the learning subject. "Nearpod is effective in making students focus on the presented material. Without Nearpod, usually, there are fewer than fifteen active students in answer questions or express their thoughts. With Nearpod, I count more than twenty students are active",

“Nobody in class doesn’t have a gadget. Nearpod is easy to access and also easy to use. All we need is to open the web or install the Nearpod application and listen to teacher instructions carefully”. The effectiveness of Nearpod has a strong correlation with accessibility and simple usage. We don’t have to be fully digitally literate to be able to operate through individual gadgets. Nearpod is accessible with a Personal Computer, Laptop, Tablet, or Smartphone. The students feel comfortable when using Nearpod to help them learn grammar better. “I can access Nearpod by using my smartphone. It’s easy to use and I can use it everywhere as long as internet network is available”. “Even though it was my first time using Nearpod, I didn’t encounter difficulties in using it”.

Nearpod enables teachers to trace and also record if the grammar material is delivered or understood by the students. The teacher takes control of the class to ensure grammar material is discussed and accomplished in a certain time. “With the use of Nearpod in learning grammar, discussion, and collaboration quality between students get improved. The class became more lively and productive as the students actively shared their thoughts, ideas, and opinions on grammar material. Through class discussion and collaborative features provided by Nearpod, collaboration and interaction between students even students with teachers also improved. “I have a positive experience in learning grammar with Nearpod. For me, it’s a new method. Nearpod helps me to overcome boredom and focus on learning grammar. It’s because we can use Nearpod together in a collaborative way so that I can keep up with the grammar material”. This shows us that the use of Nearpod is effective in creating more dynamic, interactive grammar learning.

“Nearpod helps me understand the concept of various tenses better and how to use it in our daily lives. Nearpod also encourages me to practice interactively with the other students and give real-time feedback directly. By watching presented material, I also internalize the material better”. With the interactive features, namely quizzes, and assignments, the students can learn independently. The learning tempo is controllable. The Progress of each student can be monitored and analyzed. By doing so, the teacher can trace the progress of each student. It also enables the teacher to identify students’ errors, difficulties, and confusion. The Teacher, thereby, can provide needed additional support and give the students a chance to understand their grammar. By joining all aspects, Nearpod is considered effective in increasing grammar learning effectively and interestingly.

Strategy Of Learning

Developing peer support seems to be a relevant strategy to ensure a good learning environment for students. By optimizing Nearpod’s features such as collaborative board, discussion group, quizzes, games, and collective assignments, peer support can be obtained. “I can make notes without worrying about losing them. And I can post them so the other students get to know my idea. I can feel that we are connected”. Using Nearpod implies that all individual students need to be treated fairly and indiscriminately. And it should apply to fellow students. “We need to encourage students to rely on their selves and each other. It’s collaboration time, not competition. We’d like to see them support

each other as many features of Nearpod emphasize on cooperation, collective action, and collaboration. It cannot work well when they can't rely on each other".

Creating a good and comfort and good environment for students so that they can give their best to participate and engage in the grammar learning process is quite challenging. But with the use of Nearpod, it is less challenging as it's indeed designed to develop students' skills both individually or collectively. "By using Nearpod, we cannot excuse ourselves that we cannot develop students' peer support as we take control of shared materials in their gadget". By this approach, no one is left behind. Those who comprehend more should help those who comprehend less. Teacher instruction is not always useful in motivating students to focus on grammar learning. But discussing and sharing between students are.

Peer support can bridge collaboration and discussion. They can help each other to deepen their understanding of grammar material. It can also boost learning motivation. Every individual student is encouraged to contribute. Peer support is effective in creating a good learning environment. Those who are more proficient in using Nearpod can share examples, and tips with those who are challenged with the grammar concepts. "I thank my classmate who helped me to deal with my difficulty in grammar material. He lent me a hand with related given examples". Peer Support also develops social skills and enables the learning environment to become dynamic, flexible, and adaptive.

Challenging Factors

Even though most teachers and students have a positive impression that the use of Nearpod improves the level of engagement in grammar learning, there are also challenging opinions, negative experiences, and severe environments. Firstly, lack of motivation and personal interests. Students who are not enthusiastic in grammar learning may less active in using Nearpod. Moreover, they think the material is not relevant to their interests, and they tend to be reluctant to get engaged. "I think I don't have to study grammar very seriously. It's enough for me when I can write and speak fluently".

Secondly, Inappropriate Learning Style. Each student may have their learning style. Nearpod Learning Structure is supposed to be taken for granted. Students with active learning styles and self-learning patterns find it difficult to adapt. "I get used to learning English with books. I prefer to learn in a self-learning pattern. When using Nearpod, I feel like my learning rhythm is decreasing". Thirdly, a lack of Direct Social Interaction. In conventional learning, direct interaction between students and teachers is common. The use of Nearpod reduces direct social interaction during grammar learning. It could weaken the level of engagement. "I like to look at my teacher and classmates more frequently than look at my gadget. Direct interaction makes me feel alive".

Fourthly, The Lack of Teacher Engagement. When teaching with the use of Nearpod, a teacher should be informed and skillful in dealing with it, have adequate knowledge about Nearpod, its features, and also how to operate and create, insert, and share material with the class. The Lack of knowledge and know-how about Nearpod reduces their level of engagement. Lastly, Environmental and Technical Disturbances. "A supportive and comfortable environment with adequate equipment and resources

strongly improves the level of student engagement. That means no more internet networks lagging and there should be technology-friendly classrooms that provide all student's needs to use neared optimally.

Lastly, Internet Network Interruption. Internet Network Interruption has a negative impact when using Nearpod. This can hinder students' ability to follow lessons, access materials and participate in learning activities. Shared materials or features are hard to access. It may lead to frustration and disrupt the learning flow. "poor internet connection makes us frustrated. Just as I entered one room, it's already shifted to another room". Sometimes I experienced my gadget's loading because of poor internet connection." When poor internet connection occurred, it's hard for me to participate in answering questions, doing assignments organized through Nearpod" Difficulties that are continuously experienced because of poor internet connection resulted in inconvenience and frustration for both teacher and students. It reduces students' focus and motivation to learn grammar.

Conclusion

From the presentation of the findings and discussion above, it concluded that the use of Nearpod indeed increased student engagement in grammar lessons. It can be seen by observing the number of students who ask questions, collaborate with fellow students, discuss in groups, and contribute to doing their assignments. Students felt enthusiastic and motivated to learn and dared to take the initiative. Student engagement is also characterized by a high level of focus on the learning material to understand the subject matter presented.

Students' engagement is also indicated by a deep understanding as they can connect the learned concepts with previous knowledge and apply them in relevant contexts. Students are also engaged emotionally because they feel personally connected to the material and are increasingly familiar with the features of Nearpod. Students' engagement in learning is inseparable from the way students consider themselves in the learning process as active subjects. It means by learning, students develop themselves further to know more, comprehend more, and reap appropriate values that are closely related to their daily lives. In the end, the learning process becomes a very valuable experience throughout their lives because by learning, students can continue to grow, develop, and advance to the edge of their limits, challenge and break them to then expand the horizons of their thinking and life.

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