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Interactive Learning in the Digital Era As an Effort to Increase Learning Motivation through the Utilization of Inknoe ClassPoint

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Abstract: The background of this study is based on the phenomenon of decreasing student learning motivation in attending lectures delivered conventionally, especially in courses that require active participation and critical thinking. In the context of higher education, a learning approach is needed that can accommodate students' needs to be actively and interactively involved. Inknoe ClassPoint as one of the technological innovations in PowerPoint-based presentations, provides opportunities for lecturers to create a more dynamic learning experience through quizzes, polls, and direct Q&A features in the slides. This study aims to explore how the use of Inknoe ClassPoint can increase student learning motivation in classroom learning. This study uses a descriptive qualitative method. The subjects of the study were 6th semester students of the Indonesian Language Education Study Program, FKIP, Bengkulu University who attended lectures with the application of ClassPoint. Data collection techniques include classroom observation, interviews, and documentation of learning activities. Data analysis was carried out through the stages of data reduction, data presentation, and drawing thematic conclusions. The results of the study showed that the application of Inknoe ClassPoint in lectures was able to create a more interactive and enjoyable learning atmosphere. Students felt more involved, motivated, and encouraged to actively participate in discussions and understand the material more deeply. In addition, lecturers also felt an increase in response and enthusiasm from students during the learning process. Thus, ClassPoint has proven effective as an interactive learning media in an effort to increase student learning motivation.

Keywords: Interactive learning; Inknoe ClassPoint; learning motivation; educational technology

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INTRODUCTION

The phenomenon of declining student learning motivation is becoming an increasingly widespread issue, especially in the context of conventional and less interactive lectures. One of the factors causing the decline in learning motivation is the lack of involvement and active participation of students in the conventional classroom learning process, which is often dominated by one-way lectures without adequate time allocation for interaction. (Fakhri, Basti, Ridfah, & Nahriana, 2022; Said, Novitasari,

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Arfiyanti, & Romadhoni, 2023). Modifications to teaching methodology, such as the application of interactive learning approaches, are expected to significantly increase students' learning motivation. Interactive learning is a teaching approach designed to actively involve students in the learning process. This approach creates a more dynamic and collaborative atmosphere, where interactions between teachers and students are not only one-sided, but also involve productive two-way communication.

The Inknoe ClassPoint application, designed to increase interactivity in learning, has the potential to address this issue. Inknoe ClassPoint is an innovative PowerPoint-based tool that allows instructors to create interactive learning experiences with features such as quizzes, polls, and Q&A directly within the presentation slides. These features facilitate direct student participation in learning, which can increase engagement and understanding of the material. Inknoe ClassPoint allows instructors to integrate interactive elements into presentations, thereby providing a more engaging learning experience for students. (Perdana & Ramadhona, 2021). Through this platform, students have the opportunity to actively participate, provide direct feedback, and engage in discussions and quizzes, which have been shown to be effective in increasing learning motivation among students. The use of technology in education, as explained by research by relevant studies, shows that students who participate in e-learning-based learning tend to show increased learning motivation when compared to traditional methods (Álvarez, 2012; Arono dkk., 2025; Mei, Feng, & Cavallaro, 2023; Putranto, Heriyanto, Kenny, Achmad, & Kurniawan, 2022; Sezaki dkk., 2023).

The purpose of this study is to explore how the use of Inknoe ClassPoint can contribute to improving students' learning motivation. Previous studies have shown that more frequent interaction with learning content can increase academic engagement and satisfaction, leading to improvement. For students, the implementation of Inknoe ClassPoint and other interactive learning can create a more engaging learning environment, which directly contributes to improving their motivation and learning outcomes. Lecturers also benefit from having teaching methods that are more acceptable to students, which in turn can increase their success rate in teaching. In addition, this study also contributes to the development of educational technology by emphasizing the importance of integrating technology-based teaching methods in improving students' learning experiences.

METHOD

This research approach uses a descriptive qualitative method, which aims to describe in depth how the application of Inknoe ClassPoint in learning can affect students' learning motivation. This approach allows researchers to collect and analyze qualitative data, such as student and lecturer perceptions, as well as the dynamics that occur in the classroom during the learning process. The subjects of this study were 6th semester students of the Indonesian Language Education Study Program, FKIP, Bengkulu University (Sugiyono, 2016). These students are taking a course that uses Inknoe ClassPoint as part of interactive learning. The subject selection was based on the relevance of the course that requires active participation and critical thinking skills, so that the use of technology can help increase their learning motivation.

The research data were collected through three main techniques: classroom

observation, interviews, and documentation of learning activities. Classroom observations were conducted to observe the interactions and dynamics of learning that occurred during the implementation of ClassPoint. Interviews were conducted to explore students' and lecturers' perceptions regarding the use of ClassPoint in increasing learning motivation. Documentation of learning activities was used to document the use of ClassPoint in the form of recordings of quizzes, polls, and Q&As conducted during lectures. The collected data were then analyzed through three stages. First, data reduction was carried out, namely the process of filtering and sorting relevant data to identify the main themes in the study. Second, data presentation, where the filtered data was arranged in an easy-to-understand form, such as a narrative or table. Finally, thematic conclusions were drawn by analyzing patterns in the data to find key findings that could explain the effect of ClassPoint use on students' learning motivation.

RESULT AND DISCUSSION

1. RESULT

ClassPoint is an all-in-one teaching and student engagement tool that seamlessly integrates with PowerPoint. Developed by Inknoe, the platform is trusted by 20,000,000 educators, trainers, and students worldwide[3]. In fact, 1 in 3 schools in Singapore use ClassPoint, demonstrating significant penetration in the education ecosystem. Seamless Integration with Microsoft PowerPoint A key advantage of ClassPoint is its seamless integration with Microsoft PowerPoint, a presentation application that is familiar to most educators. This integration allows users to access all interactive features without leaving the PowerPoint environment.

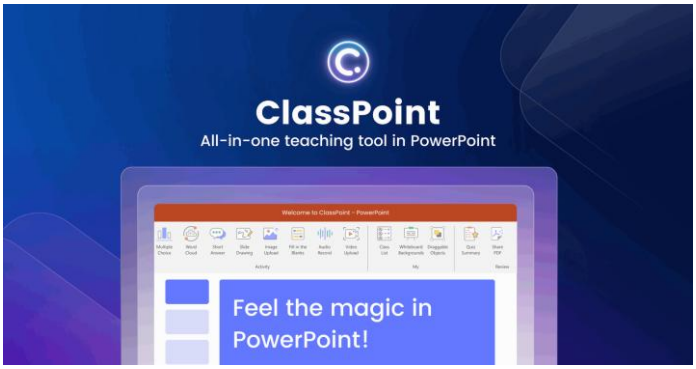

Figure 1. Classpoint Website View

ClassPoint is an interactive learning partner that is integrated directly into PowerPoint, helping teachers create more powerful presentations, engage students directly in activities, and implement gamification-based learning models[4]. This integrated approach eliminates the technical barriers that educators often face when trying to adopt new technologies. The process of implementing Inknoe ClassPoint in lectures begins with the lecturer preparing lecture materials using PowerPoint, which has been equipped with various interactive elements provided by ClassPoint. Each slide is tailored to the content to be discussed, while quizzes, polls, and Q&As are inserted at various points in the presentation to ensure student engagement. The lecturer begins the class by explaining the learning objectives and then continues with the material accompanied by interactive questions. The poll feature is used to gather student opinions on a particular topic, while the Q&A is an opportunity for students to ask questions or provide opinions

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related to the material being discussed. Each quiz session is designed to measure student understanding of the material that has been taught, and feedback is given immediately after the quiz is completed to help students identify areas where they need to improve.

During the implementation of Inknoe ClassPoint, student activities became much more active compared to traditional learning. Students who previously tended to be passive in attending lectures became more involved in discussions, providing opinions, and answering quizzes and polls provided. This activity also encouraged students to be more prepared to attend lectures because they knew that they would be asked to participate in various interactions. Most students stated that they felt more cared for because lecturers could immediately see their answers and opinions through these features, and provide relevant responses.

ClassPoint offers a variety of features designed to increase interactivity and engagement in learning. ClassPoint allows the creation of real-time quizzes for a variety of purposes, including multiple choice, word cloud, fill-in-the-blank, short answer, video upload, image upload, drawing on slides, and audio recording. This feature allows educators to instantly gauge student understanding and adjust their teaching accordingly. The platform also allows educators to create a collaborative, interactive and competitive classroom environment using a gamification system that gives students the opportunity to reach the top of the leaderboard. This gamification increases students' intrinsic motivation through positive rewards and competition. The application also features an AI Quiz Generator feature, this innovative feature can read slides and automatically generate various types of quiz questions.

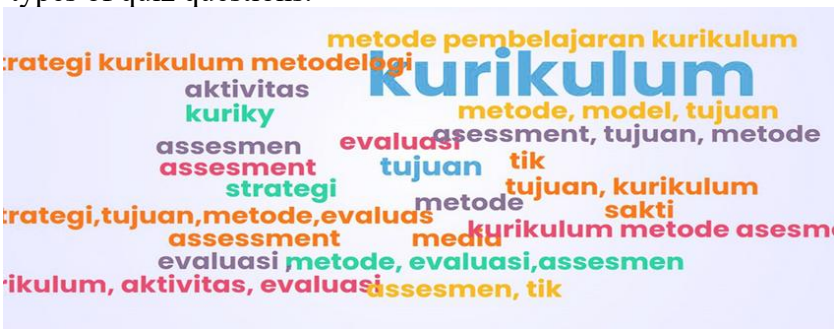

Figure 2. Student Opinion Display in Classpoint Application

Motivation to learn is a crucial factor in the success of the learning process. ClassPoint is designed with modern educational psychology in mind to maximize learning motivation through its interactive features. Interactive quizzes in ClassPoint allow educators to magically transform the classroom with fun activities that reinforce learning concepts while testing students' understanding with the touch of a button. This approach creates an environment where students become active participants in the learning process, not just passive recipients of information. One of the main advantages of ClassPoint interactive quizzes is their ability to provide immediate feedback, which is a crucial element in increasing learning motivation. When students receive instant confirmation of their answers, they can more quickly identify areas for improvement and feel progress in their learning.

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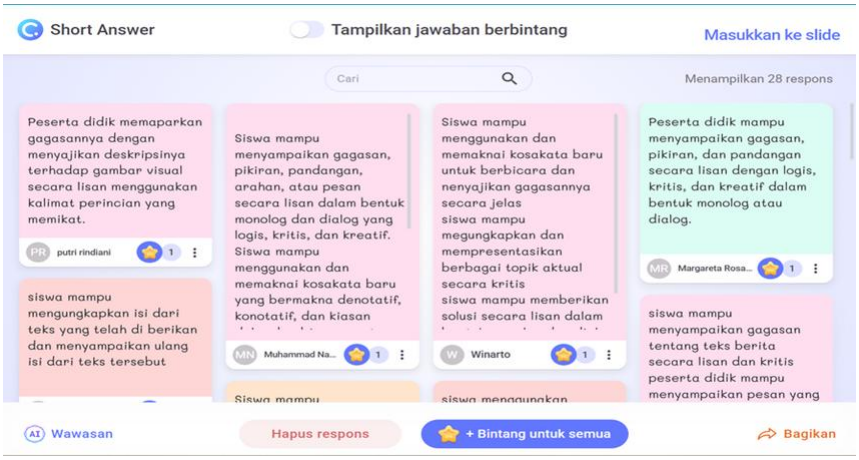

Figure 3. Student Opinion Display in Classpoint Application

ClassPoint's gamification feature transforms the learning experience into a fun and motivating activity. By adding elements such as collecting stars, leveling up, and leaderboards, ClassPoint creates a positive competitive atmosphere that encourages students to be more engaged in learning. Indonesian teachers choose ClassPoint to create active, fun, interactive and gamified classroom learning, motivating students to collaborate, compete and become a generation of achievers. This approach shows how gamification can increase not only short-term motivation, but also students' long-term aspirations.

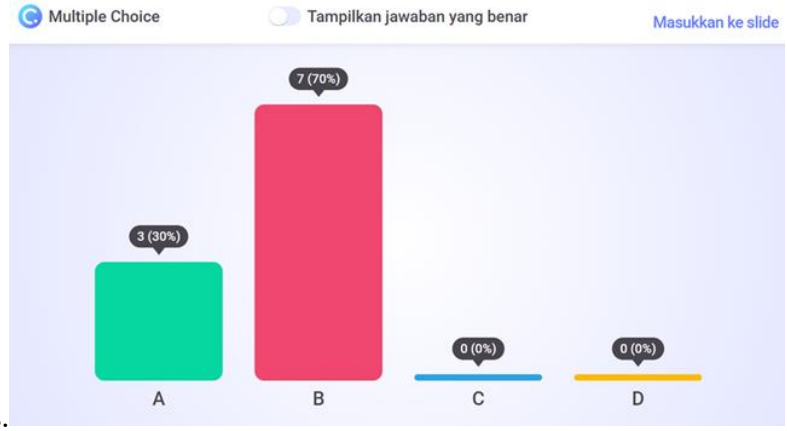

Figure 4. Student Opinion Display in Classpoint Application

ClassPoint's AI quiz generator makes it easy for educators to create a variety of questions quickly. This feature will read through slides and automatically generate different types of quiz questions. Educators can adjust the difficulty level based on Bloom's taxonomy, ensuring that questions cover a range of cognitive levels from remembering to evaluating. The ability to generate questions in multiple languages also makes ClassPoint a universal tool that can be adapted to a variety of international educational contexts. This allows educators from different linguistic backgrounds to harness the power of AI to enhance learning.

ClassPoint can be implemented in a variety of learning contexts, from traditional face-to-face classrooms to online learning environments. This flexibility makes it an invaluable tool in the ever-evolving education landscape. In traditional classroom environments, ClassPoint offers a way to address the student engagement issues that

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educators often face. By integrating interactive quizzes, gamification, and dynamic presentation tools, ClassPoint can transform the face-to-face learning experience. ClassPoint is a platform that provides practical annotation tools and digital boards within Microsoft PowerPoint. This platform can help an educator complete learning in the classroom, as it can be used directly without having to switch applications. This integration eliminates the potential for technical glitches that can hinder the learning flow.

2. DISCUSSION

The implementation of Inknoe ClassPoint has a significant positive impact on students' learning motivation. One of the impacts is an increase in student involvement and participation in the learning process. Previously, in courses that tended to be more theoretical, students often felt less interested and had difficulty focusing. However, with the interactive elements provided by ClassPoint, students became more motivated to attend lectures because they knew that learning would be more dynamic and not monotonous. Activities such as polls, quizzes, and Q&A give students the opportunity to actively think and discuss, which in turn increases their interest in the material being taught.

In addition, the use of ClassPoint also contributes to increasing students' understanding of the material. With quizzes and polls directly after each material session, students can test their understanding in real-time and get immediate feedback from the lecturer. This helps students know whether they understand the material well or need more time to study it. Direct interaction between students and lecturers in the Q&A session also helps students to clarify things that are not yet understood, so that they are more confident in mastering the material. Students also responded positively to ClassPoint features, such as quizzes, polls, and Q&A. They felt that these features not only helped them in testing their understanding, but also gave them a space to be more involved in learning. Some students expressed that they felt more valued because their opinions in polls or their answers in quizzes received direct attention from the lecturer. This reduced the anxiety that usually arises in traditional lectures that focus more on lectures from the lecturer.

Lecturers gave a very positive perception of the implementation of Inknoe ClassPoint in lectures. They felt that student enthusiasm had increased significantly since the implementation of this technology. Lecturers observed that students who were previously less active in participating in discussions were now more enthusiastic about answering quizzes, participating in polls, and asking questions or comments in the Q&A session. This shows that ClassPoint has succeeded in creating a more interactive and enjoyable atmosphere, which in turn increases students' learning motivation.

Lecturers' experience in managing learning with ClassPoint also shows an increase in efficiency in class management. Interactive features allow lecturers to obtain direct data on student understanding, so they can immediately adjust the way they deliver material according to class needs. Lecturers also find it easier to assess student engagement, because all interactions carried out through the ClassPoint feature are recorded and can be easily accessed. This makes it easier for lecturers to provide more constructive and timely feedback, and encourages students to continue to actively participate. Overall, the implementation of ClassPoint not only increases student motivation, but also enriches the teaching experience for lecturers, who feel more

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connected to their students.

The implementation of Inknoe ClassPoint technology in lectures has been proven to bring significant changes in the teaching and learning process, both from the perspective of students and lecturers. In the context of higher education, where active participation and critical thinking skills of students are essential, the use of technology such as ClassPoint can be an effective solution to create a more dynamic and interactive learning atmosphere. The implementation of ClassPoint which utilizes features such as quizzes, polls, and questions and answers in PowerPoint slides allows lecturers to create a more enjoyable and interesting learning experience. This is in line with the needs of students who want active involvement in learning, so that they can overcome the boredom that often occurs in lectures using conventional methods. (Campos-González & Balcombe, 2024; Stolpe & Hallström, 2024; Tayan, Hassan, Khankan, & Askool, 2024).

Student activities during the implementation of ClassPoint showed that students became more involved in learning. Interactive features give them the opportunity to participate more actively, which in turn increases their motivation to learn. The presence of quizzes and polls conducted during lectures also helps students to focus more and understand the material in a more applicable way. Positive responses to these features show that students feel more involved and appreciated in the learning process, because they get direct feedback on their participation. This is very important in improving their understanding of the material being taught, because they not only receive information, but are also actively involved in the learning process.

The positive impact of implementing ClassPoint on student motivation to learn is also clearly visible. Students show an increase in involvement and active participation during lectures. They feel more motivated to follow the learning because of the interactive elements that make lectures more interesting. Features such as quizzes and polls allow them to test their understanding directly, and give them the opportunity to immediately find out areas where they need to improve. Direct interaction with lecturers through question and answer sessions also helps students to clarify concepts that they do not yet understand, thereby deepening their understanding of the material.

This increased understanding, in turn, motivates students to continue to participate more actively in learning, which creates a positive cycle in their learning process. Lecturers' perceptions of the implementation of ClassPoint also show that this technology has succeeded in increasing efficiency in classroom management. Lecturers reported an increase in student enthusiasm during lectures, which was seen from their positive responses to the various interactive features used. Students who may have previously been passive in class are now more active, which helps create a more productive and enjoyable atmosphere in the teaching and learning process. In addition, lecturers feel that ClassPoint makes it easier for them to evaluate student engagement in real-time, as every interaction that occurs through quizzes and polls is clearly recorded. This allows lecturers to provide faster and more targeted feedback, and adjust their teaching strategies according to needs. This is also in line with the results of relevant research on the importance of technology in learning. (Alyoussef, 2023; Ambe dkk., 2024; Haleem, Javaid, Qadri, & Suman, 2022; Pumptow & Brahm, 2023). Overall, the implementation of Inknoe ClassPoint has a positive contribution to student learning motivation, as well as providing lecturers with more efficient tools to manage learning. This technology not only increases student engagement, but also enriches the learning experience to be more interactive and

dynamic. Therefore, ClassPoint can be an excellent alternative to be used in improving the quality of learning in higher education, especially in courses that require active participation and critical thinking of students.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the implementation of Inknoe ClassPoint in lectures can provide a positive impact on student learning motivation. The use of interactive features such as quizzes, polls, and direct Q&A in presentation slides has succeeded in creating a more enjoyable, dynamic, and participatory learning atmosphere. Students become more active in attending lectures, showing an increase in engagement, understanding of the material, and a desire to contribute to class discussions. From the lecturer's perspective, ClassPoint provides convenience in managing the teaching and learning process, as well as increasing student response and enthusiasm during lectures. This shows that the use of appropriate educational technology not only helps students to be more motivated, but also supports the role of lecturers in creating effective and meaningful learning experiences. Therefore, Inknoe ClassPoint is worthy of consideration as an interactive learning media in developing teaching strategies in higher education.

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