

The Effectiveness of ClassPoint Media in Improving Communication Skills of Fifth-Grade Elementary School Students

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Abstract: *Not all elementary school students possess good communication skills, necessitating the use of a learning medium to enhance their abilities. One such medium that may be employed is ClassPoint media. This research was conducted to determine the effectiveness of ClassPoint learning media in improving the communication skills of fifth-grade students at SDN Total Persada. The study utilized a quantitative research approach, specifically employing a pre-experimental design with a single group pre-test and post-test. The researchers employed a purposive sampling strategy to gather a study sample consisting of 28 students from fifth grade C. The data were obtained by observing full observers by two researchers (raters) and documentation. The observation sheet consisted of 25 observations and had been declared fit for use by experts. The Cohen's Kappa test was used to assess the level of Inter-Rater Reliability (IRR). The pre-test findings yielded values of 0.875 and 0.872 in the post-test, indicating a high degree of agreement, approaching perfection. The data analysis methods employed in this study encompassed descriptive statistics and parametric inferential statistics. To ensure the validity of the parametric tests, normality and homogeneity tests were conducted. Additionally, paired sample t-tests and One-way ANOVA testing were used to examine the relationships and differences among the variables of interest. The paired sample t-test and the One-Way ANOVA test yielded a significance value of 0.000, which is less than the predetermined alpha level of 0.05. As a result, the alternative hypothesis (H_a) was accepted, whereas the null hypothesis (H_o) was rejected. Consequently, a notable enhancement in the effectiveness of ClassPoint educational technology was seen in relation to the development of communication skills among fifth-grade students at SDN Total Persada. This study has the potential to offer up-to-date information and insights for educational institutions, schools, instructors, and readers in the elementary school setting.*

Keywords: *ClassPoint Learning Media; Communication Skills; Elementary School Students*

Abstrak: Keterampilan komunikasi yang baik tidak dimiliki oleh semua siswa sekolah dasar sehingga diperlukan sebuah media pembelajaran dalam meningkatkan keterampilan komunikasi siswa, salah satunya dengan media ClassPoint. Penelitian ini dilakukan untuk mengetahui efektivitas media pembelajaran ClassPoint dalam meningkatkan keterampilan komunikasi siswa kelas V SDN Total Persada, Kota Tangerang. Metode yang digunakan adalah metode penelitian kuantitatif pre-eksperimental desain dengan one group pre-test dan post-test. Teknik purposive sampling digunakan dengan pertimbangan terkait permasalahan keterampilan komunikasi siswa sehingga diperoleh sampel penelitian yaitu kelas VC yang berjumlah 28 siswa. Data diperoleh dengan melakukan observasi pengamat penuh oleh dua orang peneliti (rater) dan dokumentasi. Lembar observasi terdiri dari 25 butir observasi dan telah dinyatakan layak digunakan oleh ahli. Uji Cohen's Kappa untuk mengukur Inter-Rater Reliability (IRR) dengan hasil pre-test 0.875 dan 0.872 pada post-test serta dinyatakan almost perfect agreement. Teknik analisis data pada penelitian ini adalah statistik deskriptif dan statistik inferensial parametrik dengan melakukan uji normalitas, homogenitas, uji paired sample t-test, dan uji One Way ANOVA. Berdasarkan hasil uji paired sample t-test dan uji One Way Anova diperoleh nilai signifikansi $0,000 < 0,05$ maka disimpulkan bahwa H_a diterima dan H_o ditolak. Dengan demikian, adanya peningkatan

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efektivitas media pembelajaran ClassPoint terhadap keterampilan komunikasi siswa kelas V SDN Total Persada. Penelitian ini dapat memberikan informasi dan pengetahuan baru bagi lembaga pendidikan sekolah dasar, sekolah, guru, dan pembaca.

Kata Kunci: Media Pembelajaran ClassPoint, Keterampilan Komunikasi, Siswa Sekolah Dasar

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INTRODUCTION

The 21st century's quickly advancing digital era necessitates an enhancement in the quality of schooling. The exponential advancement of science and technology in the contemporary day will inevitably provide significant implications for the scale and complexity of many issues. Within the realm of education, it is imperative for students to possess the capability to effectively respond to the evolving needs and challenges of contemporary society. According to Widodo and Wardani (2020), the acquisition of critical thinking, creativity, teamwork, and communication skills has become a crucial expectation for students in the 21st century.

Specifically, communication is one of the skills that learners are expected to have in the 21st century. Communication is the process of exchanging language in the human world. Communication plays a role in conveying messages from communicators to communicators. Communication is considered a social interaction between students who convey their ideas to each other (Zainurroyyan et al., 2022). In the learning process, teachers must familiarize students with communicating with each other, related to lessons and other things, so that communication activities have a positive impact. The use of good language is crucial in communication, and childhood is deemed appropriate in developing language to create effective communication. In this regard, effective communication is communication that aims to send communication messages, and feedback can be balanced so that it is not monotonous (Sepyikasari & Frasandy, 2018).

Piaget (in Nurgiantoro, 2018) states that the cognitive development of children aged 7-11 years is at the concrete operational stage, where fifth-grade elementary school students are included in this stage. At the concrete operational stage, children's ability to think logically increases. Children's thinking at the concrete operational stage includes operations, where children can coordinate several characteristics so that they do not focus on just one object quality (Munawaroh & Prasetyo, 2019). In addition, children can select, classify, sort, and organize facts to solve problems. Based on this, the communication of fifth-grade elementary school students should already be skilled in organizing existing facts, not just saying words that are difficult for communicators to understand.

Further, communication in elementary schools is a basic competency in all subjects. It can be seen that if students have communication skills, it will provide an atmosphere that supports active learning where students must have confidence in expressing their thoughts both orally and in writing. Communication skills are also one of the important sciences in improving the quality of education, especially in producing quality students (Kusumawati et al., 2021). Good communication skills need to be possessed by students. However, in reality, not all students can have good communication skills.

Based on observations in the fifth grade of SDN Total Persada, some students communicated using poor language. In addition, there was the inappropriate use of intonation and articulation. Students were not fully precise in communicating their thoughts and feelings. Students also occasionally answered questions by guessing. In this case, students can be said not to have good communication skills. In communicating, one must have ethics. Communication ethics has a vital role as it has principles that are good and not good (Satika, 2019). Since communicating is not easy, good

communication skills are required so that students and teachers can realize educational goals. In addition, communication is very important, especially for students and their teachers, because communication is a reciprocal relationship between individuals who send and receive messages (Handayani et al., 2021). Therefore, when the teacher conveys the material to students as much as possible, students provide good feedback; for example, when students do not understand the material that the teacher has given, students can discuss it with the teacher. With the existing problems, communication skills are important to be examined by researchers. Communication skills are also closely related to Pancasila Education subjects in fifth-grade elementary schools because students are expected to develop the profile of Pancasila students, one of which is global diversity. According to the Directorate of Elementary Schools in 2020, global diversity contains three elements, including recognizing and appreciating culture, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity.

In supporting effective communication, learning media is needed. The use of learning media in elementary schools should be able to create an interesting and fun atmosphere so that students are motivated and have a new interest in learning and can stimulate good learning activities. However, in reality, learning in elementary schools is less interesting and fun since teachers often use the lecture method and picture media in delivering learning materials (Setiono & Rami, 2017). Hence, learning media is required to create an atmosphere that attracts the attention of students.

Learning using digital learning media, such as Quizizz and YouTube, has been carried out, but teachers feel the need for new learning media that can attract attention and improve students' skills in the digital era. In this case, the use of technology is considered capable of improving the quality of learning and creating a dynamic environment (Anshori, 2019). In keeping up with the times, digital learning media should be applied to students to improve learning and innovation skills, especially at SDN Total Persada, which is a Sekolah Penggerak with the Merdeka Curriculum, which has excellent human resources.

Teachers are required to be creative in improving the learning process amid the times, one of which is by using ClassPoint learning media, which is a software connected to Microsoft PowerPoint and specifically designed to optimize the process of teaching and learning activities so that it makes it easier for educators when explaining material to students. Students and teachers can communicate using ClassPoint and create a fun atmosphere through the various features available, one of which is the interactive quiz feature, making the evaluation process easier and more interesting (Kurniawan & Yatri, 2022). Teachers can also make doodles like writing on a blackboard and making questions and answers directly (Sundari et al., 2021). In addition, other interesting and interactive features owned by ClassPoint media are picking a name, image upload, multiple choice, word cloud, short answer, and quick poll.

Through ClassPoint media, students are expected to improve their communication skills. In line with research conducted by Nizatama et al. (2019), Hotimah et al. (2021), and Sina et al. (2019), digital learning media could improve students' communication skills. Meanwhile, research conducted by Sundari et al. (2021) showed that ClassPoint media could improve student learning outcomes. Kurniawan and Yatri (2022) also stated that ClassPoint media could increase student motivation and enthusiasm. Meanwhile, a study by Abdelrady and Akram (2022) revealed that ClassPoint media could increase satisfaction in e-learning English language learning compared to traditional non-ClassPoint instruction. Both previous research and the research conducted by the researchers discussed ClassPoint media and students' communication skills. The novelty of this research is that it discusses the three aspects of communication skills according to Santrock (2007) in elementary schools.

Based on the description of the problems described, the researchers are encouraged to examine the effectiveness of ClassPoint learning media in improving the communication skills of fifth-grade students of SDN Total Persada, Tangerang City.

RESEARCH METHODS

The method used was a quantitative research method with a pre-experimental research design with one group pre-test and post-test. The population of this study was fifth-grade students of SDN Total Persada. Sampling was done using a purposive sampling technique with consideration related to the problem of students' communication skills. The samples used by researchers were fifth-grade C students, totaling 28 students. Data related to students' communication skills were obtained through observation activities carried out by two observers (raters) as complete observers, where the researchers were near the research site, saw, observed, and recorded but were not directly involved in the events being observed (Hasanah, 2016).

The research instrument used was an observation sheet consisting of three aspects of communication skills. Speaking skills had indicators of using good grammar, conveying information wisely and clearly, and using easy-to-understand vocabulary. Listening skills included indicators of paying careful attention to the person who is speaking and providing feedback or responses honestly, clearly, and informatively. Meanwhile, nonverbal skills had indicators of showing friendly facial expressions, looking at the interlocutor, and using friendly nonverbal movements. The aspects and indicators of students' communication skills were modified from Santrock (2007) and developed into twenty-five observation items. Test instruments were also conducted based on learning activities using formative assessment, which was only done as a reflection of the learning process. In this study, documentation was conducted to capture evidence passed in the research. The observation sheet had been validated by one of the lecturers of the Communication Science Study Program at the University of Mataram and declared suitable for use without revision. Moreover, ClassPoint learning media containing Pancasila Education learning materials for fifth-grade elementary school learning, unit 3, with learning activity 1, "Mengenali Diri Sendiri dan Lingkunganku [Getting to Know Me and My Environment]," had been declared suitable for use by one of the ClassPoint certified trainers.

In the research procedure carried out before the treatment was given, the sample was first observed at the beginning (given a pre-test), and after the treatment was given, the sample was observed at the end (given a post-test). Cohen's Kappa test was conducted to measure Inter-Rater Reliability (IRR) and obtained a Measure of Agreement Kappa of 0.875 in the pre-test and 0.872 in the post-test. According to Viera (2005), both agreement values can be expressed as almost perfect agreement. Besides, data analysis techniques in this study were descriptive statistics and parametric inferential statistics by conducting normality tests, homogeneity tests, paired sample t-test hypothesis tests, and One-way ANOVA tests.

RESULTS AND DISCUSSION

The research conducted at SDN Total Persada took place in February 2023. As described in the introduction, the purpose of this study was to determine the effectiveness of ClassPoint learning media in improving the communication skills of fifth-grade C students of SDN Total Persada. The research steps carried out by researchers included taking initial data in the form of a pre-test using an observation sheet containing 25 observation items by two raters to determine the initial condition of

students' communication skills during learning before being given treatment using ClassPoint media to the research sample. The following is a documentation of learning activities before being given treatment using ClassPoint media.



Figure 1. Learning Before Using ClassPoint Media

The next step was for researchers to collect final data in the form of a post-test using an observation sheet containing 25 observation items by two raters to determine the final condition of students' communication skills when the treatment was carried out using ClassPoint media. The treatment was given to students. The use of ClassPoint in fifth-grade students is presented in the following figure.

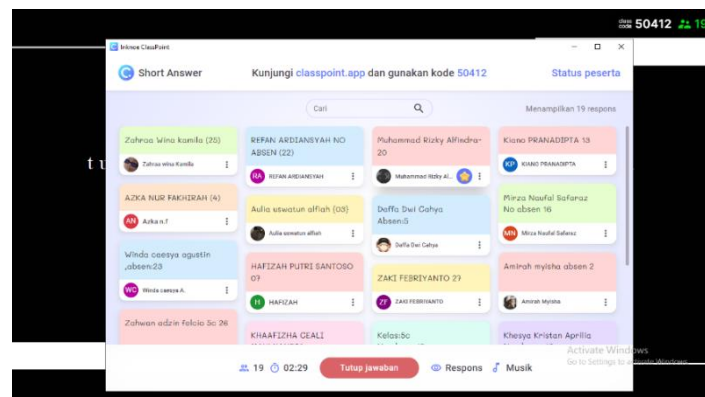


Figure 2. Media Display during Student Attendance

Based on Figure 2, the ClassPoint access code was 50412. All students with devices were required to visit the classpoint.app website and enter the access code 50412. Meanwhile, students who did not bring their devices were required to join learning together with students who did.



Figure 3. Learning by using ClassPoint Media

The picture above depicts that there was communication between students during group discussion activities using ClassPoint media. Learning using ClassPoint media could attract students' attention so that students were more active and serious in participating in every learning activity.

The researchers present the results of research data in the form of descriptive statistics and inferential statistics. The formative test was conducted as a reflection on learning, so the main research data came from the two raters' observation sheets. The results obtained in the study were in the form of an observation sheet containing 25 observation items regarding the communication skills of fifth-grade students of SDN Total Persada. The results of descriptive statistics utilizing SPSS version 25 software obtained the following data.

Table 1. Descriptive Statistics Results

No.	Descriptive Measures	Value	
		Pre-test	Post-test
1	Minimum	14.50	17.00
2	Maximum	23.50	24.00
3	Mean	18.0536	20.8036
4	Standard Deviation	2.22502	1.55361

Based on Table 1, it can be seen that in the pre-test activity, the lowest value obtained was 14.5, the highest value was 23.5, and the standard deviation was 2.22502. Meanwhile, in the post-test activity, the lowest value obtained was 17, the highest value was 24, and the standard deviation was 1.55361. The average value (mean) in the post-test of 20.8036 was higher than the average value (mean) in the pre-test, with a mean value of 18.0536. Thus, it can be concluded that the communication skills of the post-test group were better than those of the pre-test group. Furthermore, the researchers grouped the results of the pre-test and post-test observation sheets of the two raters based on three aspects of communication skills, namely speaking, listening, and nonverbal skills. Each aspect had a different maximum assessment score, namely 10 points, 6 points, and 9 points, with the maximum score of each observation item worth 1.

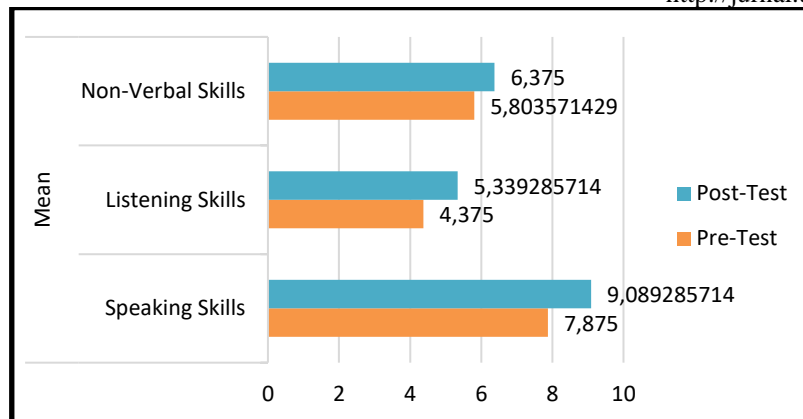


Figure 4. Mean Results of Pre-test and Post-test of Three Aspects of Communication Skills

Overall, the speaking skill aspect obtained a pre-test result of 220.5 with an average of 7.88 and a post-test result of 254.5 with an average of 9.09. The average increase in the aspect of speaking skills amounted to 1.2143 or 12.14%. Furthermore, in the aspect of listening skills, the pre-test results were 122.5, with an average of 4.38, and the post-test results were 149.5, with an average of 5.34. The average increase in the aspect of listening skills was 0.9643 or 16.07%. Finally, in the aspect of nonverbal skills, the pre-test results were 162.5 with an average of 5.8, and the post-test results were 178.5 with an average of 6.38. The average increase in the aspect of nonverbal skills was 0.5714 or 6.35%.

After obtaining the research data, the researchers then processed and analyzed the data obtained with the help of SPSS version 25 software to find out the differences in students' communication skills before and after being given treatment using ClassPoint learning media. A normality test is conducted to determine whether the research data obtained is normally distributed or not. Normality testing in this study used the Shapiro-Wilk test because the sample size was less than 50 students (A'dadiyyah, 2021).

Table 2. Shapiro-Wilk Normality Test Results

No.	Descriptive Measures	Shapiro-Wilk	
		Pre-test	Post-test
1.	Statistic	.945	.974
2.	df	28	28
3.	Sig.	.147	.679

From Table 2, the results of the normality test on a sample of 28 students were 0.147 on the pre-test and 0.679 on the post-test. Thus, it can be concluded that the pre-test and post-test data obtained were normally distributed because the significance level was > 0.05 and met the requirements for parametric hypothesis testing using the paired sample t-test.

Table 3. Homogeneity Test Results Levene Statistic

No.	Test Results	Levene Statistic	Sig.
1.	Based on Mean	5.875	.019
2.	Based on Median	5.527	.022

3.	<i>Based on the Median and with adjusted df</i>	5.527	.023
4.	<i>Based on trimmed mean</i>	5.759	.020

Table 3 shows that the significance value (sig) based on the mean was $0.019 < 0.05$, so the data were not homogeneous and were not an absolute requirement for hypothesis testing using the paired sample t-test (Hasyim et al., 2021). This is because the population came from the same variance and was assumed to be homogeneous, so parametric hypothesis testing using the paired sample t-test could be carried out.

Table 4. Paired Sample T-test Results

Pair 1	95% Confidence Interval of the Difference		Sig. (2-tailed)
	Lower	Upper	
<i>Pre-Test - Post-Test</i>	-3.38868	-2.11132	0.000

According to Widiyanto (in Juliana, 2019), hypothesis testing using paired sample t-test is carried out to examine the effectiveness of treatment, characterized by a difference in average before and after treatment. Based on Table 4, the results of the hypothesis obtained a significance value (2-tailed) of $0.000 < 0.05$; it is concluded that while H_0 was rejected, H_a was accepted. It indicates that there was a significant difference in the pre-test and post-test data of students' communication skills.

Table 5. ANOVA Test Results of Pre-Test and Post-Test

No.	Between Groups	Sig.
1	<i>Pre-Test</i>	.000
2	<i>Post-Test</i>	.000

Based on the ANOVA test results, the significance value (sig) was $0.000 < 0.05$ in the pre-test and post-test data; it is concluded that there were significant differences in the pre-test and post-test data in three aspects, namely speaking, listening, and nonverbal skills, so it can be interpreted that H_0 was rejected, while H_a was accepted. Hence, it can be concluded that there was an increase in the effectiveness of ClassPoint learning media on the communication skills of fifth-grade C students of SDN Total Persada. The ANOVA test results also showed that there was a significant difference (H_0 was rejected). Therefore, a post hoc test should be conducted, aiming to find out further which groups had significant differences (Cahyo & Yunarta, 2019). Furthermore, the Bonferroni test was carried out because the variance between the three groups was homogeneous.

Table 6. *Post Hoc Test Analysis Results*

(I) Group	Bonferroni (J) Group	Mean Difference (I-J)		Sig.	
		Pre-Test	Post-Test	Pre-Test	Post-Test
Speaking Skills	Listening Skills	3.50000*	3.75000*	.000	.000
	Nonverbal Skills	2.07143*	2.71429*	.000	.000
Listening Skills	Speaking Skills	-3.50000*	-3.75000*	.000	.000
	Nonverbal Skills	-1.42857*	-1.03571*	.000	.000
Nonverbal Skills	Speaking Skills	-2.07143*	-2.71429*	.000	.000

Listening Skills	1.42857*	1.03571*	.000	.000
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After post hoc test analysis on the pre-test, all aspects of skills had a significance value (sig.) of 0.000. If the mean difference value is positive, the value is higher. Conversely, if the mean difference value is negative, the value is lower. Based on the results of the post hoc test analysis, it can be concluded that both the pre-test and post-test obtained the order of the average value (mean) from the highest to the lowest value of the three aspects of communication skills, from aspects of speaking, nonverbal, and listening skills.

Speaking Skills

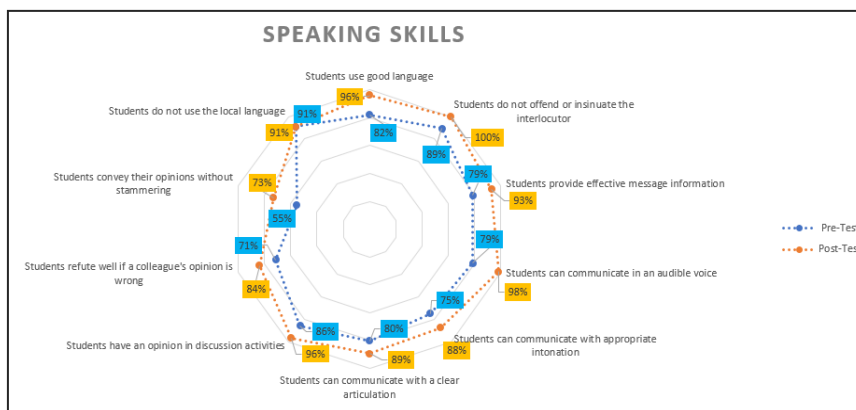


Figure 5. Pre-test and Post-test Results of Speaking Skills

As Figure 4 illustrates, the average increase (mean) in the aspect of speaking skills was 12.14%. Meanwhile, in Figure 5, the results of the pre-test and post-test assessment of speaking skills by the two raters were obtained. There were ten observation items on students' speaking skills as follows: 1) Students use good language, with an average improvement of 14%. Based on the observation, some students initially used poor language to be better. Students were also able to choose words well and pronounce them in the right sentence. With good speaking skills, students can communicate ideas and maintain good relationships with others (Magdalena et al., 2021). 2) Students did not offend or insinuate the interlocutor, with an average improvement of 11%. In the pre-test, some students rejected grouping with language that was quite offensive to other students. Whereas in the post-test, students could speak without offending their interlocutors. When communicating, communicators must pay attention to manners so that communicators do not violate the principles of language politeness (Mahmudi et al., 2021).

3) Students provided effective message information, with an average improvement of 14%. Some students provided ineffective information and tended to get out of the learning topic. In addition, some students just answered questions from the teacher. It was different from when learning using ClassPoint, where the message information provided by students was more effective; students answered questions seriously and spoke by learning. In this case, effective communication can be characterized by the existence of message elements that are understood and agreed upon by the communicant, and there are no obstacles in following up the message (Ananda, 2021). 4) Students could communicate in an audible voice, with an average improvement of 20%. The results of observations on this item could be influenced by the distance between the rater and students, as well as what learning activities were carried out. Some students felt less confident and afraid of being wrong, so they spoke slowly, while some others had high confidence and enthusiasm. 5) Students

could communicate with appropriate intonation, with an average improvement of 13%. Some students spoke with a higher intonation to their friends and lower to the teacher. However, some students did not properly present the pitch when speaking.

6) Students could communicate with clear articulation, with an average improvement of 9%. Based on the observation results on this item, some students were still not precise and felt hesitant in pronouncing words. However, there was an increase in students' skills in communicating with appropriate articulation. Students began to be able to compose sentences coherently and pronounce them correctly. The ability to communicate with clear articulation emphasizes the clarity of the words spoken and the ability of students to retell messages/information (Ninawati, 2022). 7) Students had an opinion in discussion activities, with an average improvement of 11%. Some students still felt shy in expressing their opinions and feelings in discussion activities. 8) Students refuted well if a colleague's opinion was wrong, with an average improvement of 13%. Based on the observation results, there was an increase in students' skills in rebutting well if there was a wrong opinion of their colleagues. 9) Students conveyed their opinions without stammering, with an average improvement of 18%. When expressing their opinions, students tended to think about the impact that they were not wearing, so students stammered in expressing their opinions. 10) Students did not use the local language. There was no increase in the average. In learning, some students occasionally uttered words in regional languages. The use of local language is good, but it can cause errors in receiving communication messages from communicators to communicants. This is a semantic barrier due to language errors that cause certain audiences to find it difficult to understand and can confuse communicators (Prabaswara & Supratman, 2023; Hidayati, 2022).

Listening Skills

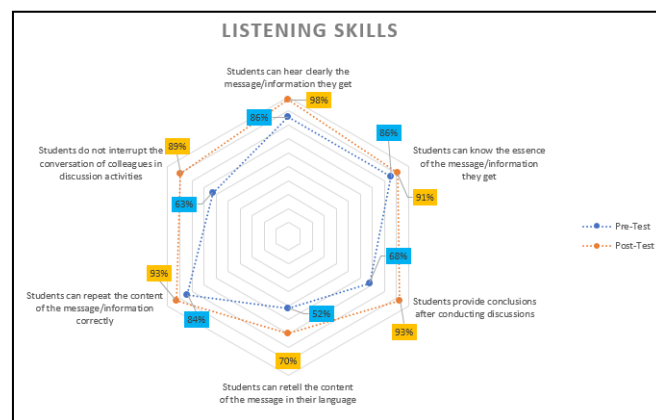


Figure 6. Pre-test and Post-test Results of Listening Skills

Based on Figure 4, the average increase (mean) in the aspect of listening skills was 16.07%. Meanwhile, in Figure 6, the results of the pre-test and post-test assessment of listening skills by the two raters were obtained. There were six observation items on students' listening skills as follows. 1) Students could hear clearly the message/information they got, with an average improvement of 13%. 2) Students could know the essence of the message/information they got, with an average improvement of 5%. 3) Students provided conclusions after conducting discussions. There was an increase in the average of 25%. 4) Students could retell the content of the message in their language, with an average improvement of 18%. 5) Students could repeat the content of the message/information correctly, with an average improvement of 9%. 6) Students did not interrupt the conversation of colleagues in discussion activities, with an average improvement of 27%.

Based on the results of the observations of the two raters on six observation items on the aspects of listening skills, students were considered to listen to information/messages and react according to the messages/information they heard. In learning, listening skills are input skills for students (Pratiwi et al., 2019). Input skills are defined as an active understanding process to obtain information (Sari, 2016). If students cannot understand input, the learning process does not begin. Listening skills can be shown by students when speaking, writing, or nonverbally in expressing the essence of the message they get. In the post-test, students were more respectful of their interlocutors by listening to other students' opinions when discussing.

Nonverbal Skills

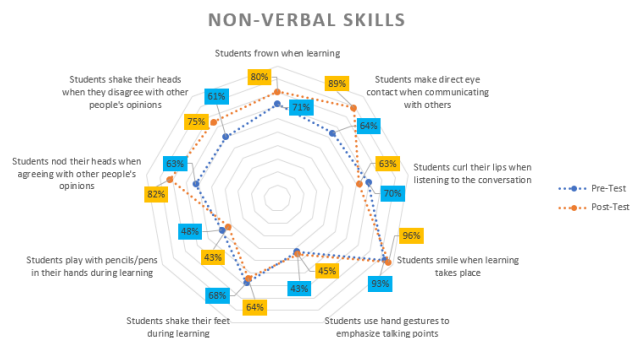


Figure 7. Pre-test and Post-test Results of Nonverbal Skills

As Figure 4 depicted, the average increase (mean) in the aspect of nonverbal skills was 6.35%. Meanwhile, in Figure 7, the results of the pre-test and post-test assessment of nonverbal skills by the two raters were obtained. There were nine observation items on students' listening skills as follows. 1) Students frowned when learning, with an average improvement of 9%. During learning, some students felt confused by the new things they found, so students often frowned. It could also indicate the seriousness of students in participating in learning. 2) Students made direct eye contact when communicating with others, with an average improvement of 25%. The increase in students making eye contact denotes the focus of students on listening to the message/information they got from the interlocutor. In addition, eye contact could also occur because students felt confident and respectful of their interlocutors. 3) Students curled their lips when listening to the conversation, with an average decrease of 7%. This action could indicate feelings of confusion, discomfort, and anxiety experienced by students in learning. 4) Students smiled when learning took place, with an average improvement of 4%. Smiling can indicate feelings of happiness and friendliness that a person has. In learning, some students showed flat expressions without smiling, representing students' feelings. 5) Students used hand gestures to emphasize talking points, with an average improvement of 2%. In this item, students' hand movements in emphasizing talking points could be interpreted as illustrative cues to imitate or explain what students mean in the conversation. 6) Students shook their feet during learning, with an average decrease of 4%. 7) Students played with pencils/pens in their hands during learning, with an average decrease of 5%. 8) Students nodded their heads when agreeing with other people's opinions, with an average improvement of 20%. 9) Students shook their heads when they disagreed with other people's opinions, with an average improvement of 14%.

With nonverbal communication, the information conveyed will produce meaningfulness and reinforcement of verbal communication, especially in learning activities, because nonverbal cues can repeat, substitute, strengthen, or contradict the verbal message conveyed (Ambarawati, 2021). Nonverbal messages by students can also be interpreted as part of students' kinesthetic learning style.

The kinesthetic learning style is a way of learning through movement, touching, and doing actions so that students find it difficult to sit still for hours and have a strong desire to be active (Waluyo, 2014).

In the research process, several limitations may affect the results of the study. First, the number of devices used by students in accessing ClassPoint learning media was limited because not all students brought devices. Second, ClassPoint media does not yet have a video viewing feature and is audial, so students must access the link to open the learning video. Third, the teacher's access to features in the ClassPoint application was limited, so this study subscribed to the ClassPoint Pro application for a month. The existing limitations made researchers have to study in-depth, plan the research to the maximum and supervise the treatment until the end. The advantages of this research are that teachers could save student learning outcomes and create a more active and interesting learning atmosphere.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research conducted, it can be concluded that ClassPoint Media effectively improved the communication skills of fifth-grade elementary school students. While H_0 was rejected, H_a was accepted. In both the pre-test and post-test, there was a mean difference between each aspect of communication skills with the order of mean values from the highest to the lowest value of the three aspects of communication skills, from aspects of speaking, nonverbal, and listening skills. With this research, the product can contribute to providing current information and knowledge for elementary school educational institutions, contribute ideas for schools and teachers, and add insight.

Further learning with ClassPoint media can create a more active and interesting learning atmosphere. With this research, both teachers and students can find out how to use ClassPoint learning media effectively to improve students' communication skills. The researchers also expect further research related to the application and influence of ClassPoint media on other 21st-century skills to answer the learning problems felt by students so that the research can optimize the learning process in this digital era.

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