

Instruction on Creating Interactive Quizzes Using Mentimeter Application in Civics Education Learning

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Abstract: This community service activity is grounded in the challenge that teachers face when teaching civics education in the classroom, given the students' circumstances and confronted with the necessity to adjust to education in the twenty-first century, which is based on technology and information aligning with the Merdeka curriculum. Engaging in enjoyable learning activities can facilitate students' comprehension and retention of academic material. This service activity intends to enable teachers to utilize interactive learning media in the classroom using the Mentimeter application. The community service is conducted by implementing service learning at SMA Negeri 3 Palu in collaboration with the service team. The attendees comprised representatives from both the teaching and student communities. The implementation phase comprises the coordination phase, the program implementation phase (preceded by a pre-test), material provision, teacher and student trial, and the evaluation phase (post-test). The results of the service indicated that both teachers and students were unfamiliar with the Mentimeter application prior to the activity. Following the instruction, teachers and students engaged in practical exercises. Teachers are intrigued by the prospect of incorporating this application into their lessons due to the enthusiasm of students and their fondness for the media.

Keywords: application; instruction; learning; mentimeter; quiz

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INTRODUCTION

Education is perpetually evolving in accordance with the advancements in science, technology, and information. Different approaches to learning are referred to as learning models. Innovation and effectiveness of learning activities can be achieved by integrating technology into learning (Zahra et al., 2024). In the twenty-first century, engaging in learning that students are enthusiastic about is active, creative, and

enjoyable. One approach involves the implementation of learning media. Learning media significantly influences the outcomes of learning activities. In order to enhance the caliber of education, an improvement in the character of learning is imperative (Abidin, 2021; Darman, 2017). Teachers encounter the challenge of students exhibiting low engagement, disinterest, passivity, and concentration during the learning process. In addition, teachers exclusively

employ traditional instructional approaches and media. The issue at hand is that not all teachers recognize and comprehend which forms of media are suitable for educational purposes, despite the abundance of literature available for teachers to peruse. There are numerous digital learning resources available, including interactive media.

The learning process that incorporates interactive learning media technology will provide students with an enjoyable educational experience. Students acquire more comprehensive knowledge and obtain practical experience through interactive multimedia learning ((Ghufron, 2018); (Hakim & Windayana, 2016)aini, which enhances the learning experience and makes it more enjoyable. They are also more adept at paying attention in class and demonstrating interest in the teachings presented by the teacher. The utilization of interactive learning media promotes the growth and development of the student by enabling them to simultaneously engage their visual and auditory senses, thereby facilitating the learning process. Students may find it simpler to comprehend the material with the assistance of interactive multimedia (Manurung, 2020).

This procedure may be referred to as "character strengthening," a term that has been adopted as a student learning outcome in the most recent curriculum: "strengthening the Pancasila student profile." This notion is supported by empirical evidence (Erisa et al., 2023), which indicates that engaging, proficient, and effective interactive learning materials have the capacity to pique students' interest and motivate them to engage in the learning process, thereby influencing their academic achievements. The research outcomes are delineated in the form of an exposition of the attribute or principle embodied in the Pancasila student profile, comprising six values. In accordance with the Minister of Education and Culture's Strategic Plan

2020-2024 and Regulation No. 22/2020, Pancasila students embody the aspiration of Indonesian students to be lifelong students endowed with global competencies and behaving in accordance with the values of Pancasila, which comprise six fundamental attributes: faith, devotion to God, and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity (Jamaludin et al., 2021). Pancasila student profile is an individual student who cultivates the personality and skill set through participation in extracurricular, co-curricular, and school-based activities. The Pancasila student profile is an initiative utilized within the school setting to foster student character development (Rahayuningsih, 2022). By incorporating interactive learning media, the Pancasila student profile can be enhanced in the areas of humane ethics, critical thinking, and global diversity. One interactive learning media that can be utilized is the Mentimeter application.

Teachers can utilize learning exam media through the Mentimeter app to foster student engagement and promote collaborative efforts. While working remotely, the Mentimeter application can be utilized to generate captivating and entertaining presentations that can be more creative and memorable through the evaluation of lectures, presentations, and instructions. Mentimeter offers a range of functionalities, including a presentation maker that empowers users to design visually appealing interactive presentations, a platform for gathering anonymous polls, data, and student opinions via smartphone or tablet, thirteen distinct interactive question types (including word clouds and quizzes), and access to the Unsplash stock image library and GIFs for free (Sumiasyih et al., 2023). Given the potential peril to an individual's personhood posed by the advancement of information technology, this

commitment is of the utmost importance. According to (Zeva et al., 2023), the occurrence of substantial information transfers is not limited to industrialized nations, but it is also observed in Indonesia due to the widespread availability of technology.

The researchers observed that the "Pancasila Student Profile" and the central idea are intricately linked, given that the profile functions as the primary blueprint and underpinning for cultivating students who possess cognizance, dedication, and expertise regarding the principles of Pancasila. Humans adore the convenience, amusement, and simplicity of the digital age, as it facilitates human interaction. However, this progress also exerts an adverse influence on ethical consciousness. In order to cultivate in the youth of Indonesia the ability to navigate the intricacies of evolving circumstances while simultaneously preserving their patriotism and identity as Indonesian citizens committed to upholding the nation's highest ideals, proactive and forward-thinking civic education must be established (Dewi et al., 2023). Partners encounter a challenge in the form of students who are generally passive during class time. Discussion and learning do not proceed efficiently. Instruction must be innovative among teachers. As a result, it is essential to conduct this community service activity in the hopes that teachers can be instructed on how to create enjoyable interactive learning media utilizing the Mentimeter application through this service activity.

METHOD

This community service was conducted utilizing the SL (Service-Learning) method in August 2023. This community service consists of three distinct phases: pre-testing preceding to provision of materials, practical application, and evaluation. This service is partnered with

SMA Negeri 3 Palu, which is comprised of lecturers, students, and teachers. The location of the event was SMA Negeri 3 Palu. The research employed observational and interview-based instruments, and the data analysis employed data triangulation.

RESULTS AND DISCUSSION

The participants were administered a post-test upon commencing the instruction, which yielded the subsequent outcomes. The percentage of participants who have never used the Mentimeter application is shown in Figure 1.

HAVE YOU EVER USED THE MENTIMETER APPLICATION?

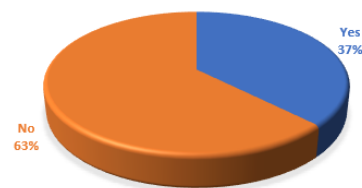


Figure 1 The percentage of participants who have never utilized the Mentimeter application

Figure 1 illustrates that half of the participants (50%) had never used the Mentimeter application.

The participants' curiosity regarding the Mentimeter application is shown in Figure 2.

ARE YOU INTERESTED IN LEARNING THE MENTIMETER APPLICATION?

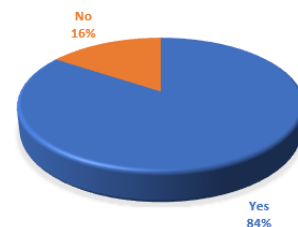


Figure 2 The participants' curiosity regarding the Mentimeter application

The second figure illustrates that 90% of respondents were interested in learning more about the perimeter application.

The percentage of significance attributed to learning media in Figure 3.

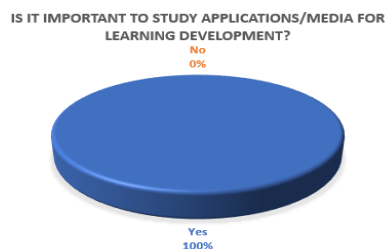


Figure 3 The percentage of significance attributed to learning media

The third figure illustrates that learning about learning media was deemed essential by 100% of the participants.

In light of the outcomes of the preliminary tests, it was advisable to advance to the phase of material provision. During the material provision phase, the service team observes the progression of the activity. The audience members listened intently to the speaker. Additionally, participants engaged in hands-on practice using their personal laptops. Following that, a representative of the teachers stood to present the outcomes of the examination that had been generated utilizing the Mentimeter application.

The community service team administered a post-test or questionnaire to the participants following the activity. The results acquired by the community service team are as follows. The results of questionnaire 1 are shown in Figure 4.

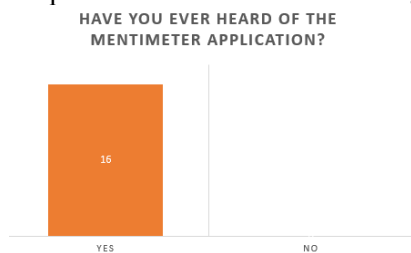


Figure 4 Questionnaire 1

The Figure 4 illustrates that 50% of the participants were informed about the Mentimeter application.

Participants who are proficient with the Mentimeter application are shown in Figure 5.

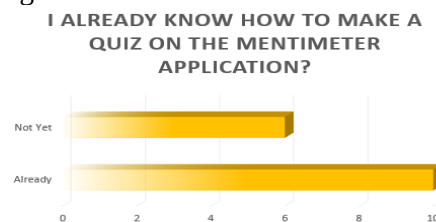


Figure 5 Participants who are proficient with the Mentimeter application

The Figure 5 indicates that ten of the participants were already proficient with the Mentimeter application. Six individuals, however, had not been proficient.

Responses to the usability of the Mentimeter application are shown in Figure 6.

Statement: Creating quizzes on the Mentimeter application is quite easy

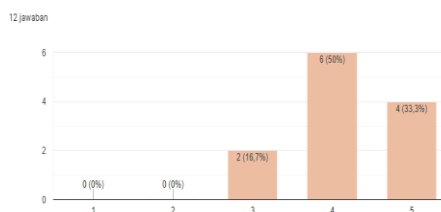


Figure 6 Responses to the usability of the Mentimeter application

The Figure 6 indicates that 50% of participants found the mentimeter app to be user-friendly.

The speaker's response to the main material is shown in Figure 7.

Statement: The material provided broadens my insight as an educator/teacher/student

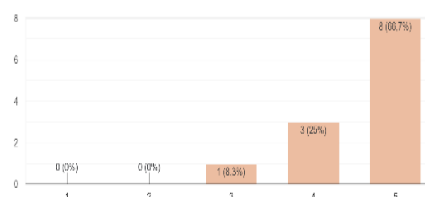


Figure 7 The speaker's response to the material's essence

The Figure 7 indicates that participants find the service team's materials to be extremely beneficial.

Responses to the material implications of activities are shown in Figure 8.

Statement: The material received will be implemented in learning

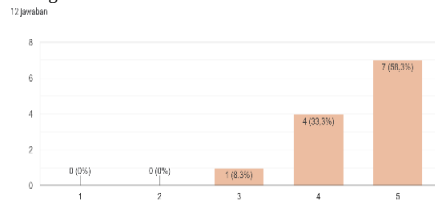


Figure 8 Responses to the implications of the activity material

The Figure 8 indicates that participants would implement the materials they have obtained into their learning activities in their respective classrooms.

The content delivered by the presenters captivated the attention of all participants. The Mentimeter application can be utilized for educational purposes. Students who enjoy competition undoubtedly appreciate its appealing design, sufficient features, and competitive spirit. Undoubtedly, this is a preference among teachers, particularly teachers, particularly in light of the instruction that accompanies the execution of this community service endeavor.

The material presented by the resource person and the speakers are presenting the materials are shown in Figure 9.

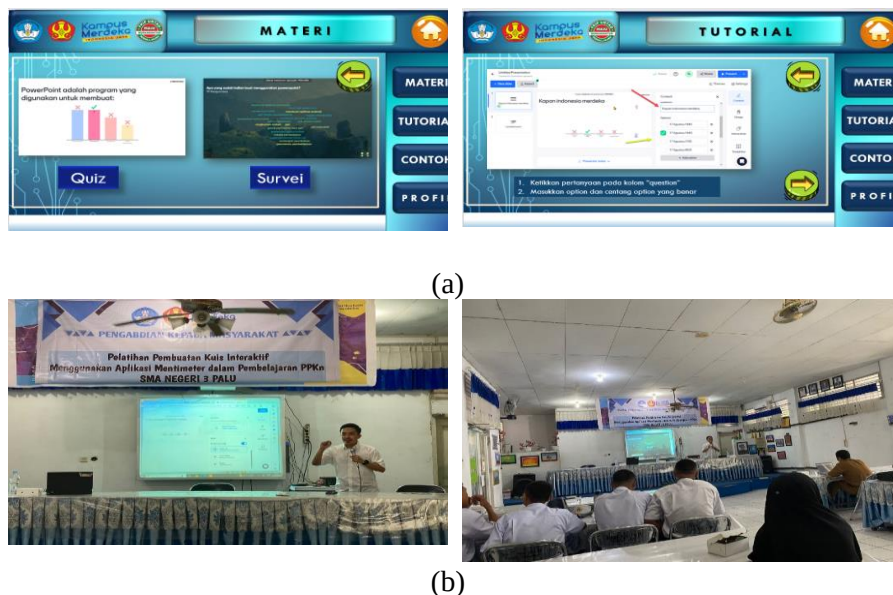


Figure 9 (a) Materials presented by the speakers and (b) The speakers are presenting the materials

The utilization of learning media inspires student engagement in the learning process. Syahrini (2020) argues that engaging and interactive learning media are essential for an effective learning experience as they have the potential to cultivate student interest and motivation. In light of this, learning media may serve as a supplementary

element that enhances students' engagement and academic achievements (Adini et al., 2022).

Sophisticated teachers, in essence, are those who possess the ability to creatively process learning media. Prihadi (2018) states that students in the twenty-first century must develop the necessary competitive abilities. These

abilities consist of information and communication technology (ICT) and media literacy. The findings from interviews conducted with a student named NA subsequent to the service activities' implementation support the notion that it fosters students' enthusiasm and motivation to complete assignments, respond to inquiries, and utilize materials supplied by the teacher. During the service activity, students exhibit great enthusiasm in their pursuit of locating solutions to the simulated exams. Additionally, the results of interviews conducted with students on behalf of IE support the notion that the collaborative nature of the application renders it highly stimulating. This educational resource fosters a spirit of collaboration and encourages problem-solving through collaborative efforts because it demands every student's active participation. As stated by Herlawati et al. (2021), the Mentimeter application offers a range of advantages, one of which is its potential to influence students' engagement in learning activities.

Throughout the service activity, students utilized the Mentimeter application to simulate an exam and attempt to deduce the answers to the quiz's questions. This can shape students' attitudes toward critical thinking. Critical thinking and argumentation have a close relationship, and both have implications for teaching and learning (Prihatini et al., 2022). The aspect of critical thinking as the profile of Pancasila Students has a relationship with the skills that must be possessed in the 21st century, namely 21st-century learning emphasized on the student-centered approach as an effort to create students as human resources who have skills in thinking, namely critical thinking, problem-solving, creative and innovative, metacognitive, communicating, working together, and information literacy (Rahmawati et al., 2023).

It can be assumed that when using the Mentimeter application in learning, students can demonstrate sportsmanship and respect for each other and appreciate the results of learning. This is shown in the simulation during the service activity procedure. Sportsmanship and respect demonstrate kindness in students as students of Pancasila. The key to virtue for humans is because they have noble morals (Bahar & Sham, 2023).

Learning is required to incorporate innovative, creative, and fun learning bases integrated into 21st-century learning characteristics for Z generation and alpha in the industrial era 4.0. In addition to the achievement of 4C (critical, collaboration, communication, and creative) competencies or critical thinking, collaboration, communication skills, and creative competencies from learning are sought to be achieved in order to stay up with the times (Aini, 2019).

This community service activity is part of an endeavor to improve the quality of education in secondary schools by utilizing technology and providing technical training to teachers in using the Mentimeter application as a supporting tool to improve the quality of learning.

The commitment of teachers to incorporate learning using interactive learning media is an advancement. Apps, e-learning platforms, and educational software give teachers the opportunity to deliver learning materials in a more interactive, visual, and outcome-focused manner (Wijayanto et al., 2023).

Learning is a process of interaction between a stimulus (which may be a thought, feeling, or movement) and a response (which can also be a thought, feeling, or movement) (Jamaludin & Alanur, 2021). The teacher's obligation as a citizen is to teach and educate students. The role of the teacher is to create behaviors that are interrelated with certain circumstances and related to the progress of students who are objective

(Alanur et al., 2016). Meanwhile, teachers have the opportunity to become professionals. According to Law number 14 of 2005 concerning teachers and lecturers, to become a professional, teachers need expertise, proficiency, or skills that meet certain quality standards or conventions and require professional education (Jamaludin et al., 2023).

For this reason, interactive learning media can create student-centered learning, and be able to increase student learning independence. Implementation of Ki Hajar Dewantara's principled learning by making students according to the nature of nature and time, differentiated learning, and increasing the use of technology in learning (Sari et al., 2024). Thus, the Mentimeter application with quizzes can be used as an alternative to increasing student learning motivation (Aslamiah et al., 2023).

CONCLUSION

The final conclusion demonstrates that using the Mentimeter application as a learning media can build active student participation and encourage learning motivation in students. In addition, it can develop teacher competencies, namely pedagogical competence and teacher professional competence. The use of interactive media in learning demonstrates 21st-century education that is integrated with technology in order to build critical thinking in students.

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