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Development of Classpoint-Based Interactive Learning Media in Science Subjects for Primary School Students

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Abstract: This research aims to develop ClassPoint-based interactive learning media in science subjects, especially Solar System material in elementary schools. Media development is carried out using the ASSURE model, which includes analysis, design, development, implementation and evaluation stages. The products that have been developed are then validated by experts in the fields of design, materials and media. Next, trials were carried out in stages through small groups, medium groups and large groups to determine the feasibility and effectiveness of the media. The research results show that the use of ClassPoint-based media has a significant positive impact on learning effectiveness. This media is able to increase students' active participation in the learning process through interactive features such as polls, quizzes and direct assessments, which support the creation of two-way interactions between teachers and students. Apart from increasing learning motivation, this media also strengthens students' conceptual understanding of the material being studied. Thus, ClassPoint can be an innovative solution for creating more interesting, interactive and meaningful learning at the basic education level.

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Introduction

Nowadays, information technology is developing very rapidly. As is known in this digital era, in just a matter of seconds information technology has had implications in various lines of society. One example of technological development is the use of the internet which can be accessed by almost anyone and the price is quite affordable (Ningsih, 2019). It turns out that it is not only in people's lives, technological developments are also included in the world of education.

Digitalization in the school system does not only mean the replacement of old devices with more modern devices, but the introduction of new devices in the process of continuous learning activities. This includes improvements in the way educational processes and activities are led and managed to become more modern, efficient, cheaper and effective. Digital media channels provide various benefits for elementary school students, teachers, and

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the educational process as a whole. The incorporation of digital media helps increase student participation levels, increases the educational resource base, and helps accelerate the development of technology skills that will be important later in life.

In science learning, especially solar system material, the use of ClassPoint-based interactive media has many advantages, but also several problems that must be considered. On the other hand, ClassPoint offers interactive solutions such as quizzes, polls, simulations, and animations that make learning more interesting and relevant. This technology also increases active student engagement, real-time assessment, and digital literacy skills that are important in the modern era. However, issues such as limited technological infrastructure, reliance on visual media, lack of personalization of materials, and teachers' ability to use this technology can make it less effective. As a result, ClassPoint has great potential to improve the quality of learning, but its success depends on the right implementation strategy and availability of resources.

A similar problem also occurred at SD Negeri Sumbermulyo 2, Jogoroto District, Jombang Regency, where the grades of class VI students fell on school exams due to lack of motivation and limited use of technology. Although interactive technology such as ClassPoint is available, its implementation is still limited because not all teachers are trained to use it effectively.

Before the development of ClassPoint-based interactive media, science learning in class VI tended to use conventional methods. The learning process is one-way and less interactive, where the teacher dominates learning activities without actively involving students. This results in low student involvement and participation, especially in discussing complex concepts such as the Solar System. Hasanah (2020) emphasized that learning methods that are less interactive can reduce students' motivation and learning outcomes, especially in the current digital era.

The development of ClassPoint-based interactive media in science and science learning, especially Solar System material, was developed to answer the challenges of the main problems that occur at Sumbermulyo 2 State Elementary School, namely the low learning motivation of students and limitations in the use of technology. Based on previous research, interactive technology such as ClassPoint has great potential to increase students' active participation and facilitate understanding of material that requires high visualization, such as the Solar System. By combining ClassPoint in learning with Interactive Media principles, teachers can create an engaging and effective learning environment.

This development was carried out because ClassPoint allows teachers to integrate game elements such as quizzes, polls and annotations in learning. This is in line with Constructivism theory which states that active learning through direct interaction and involvement of students can increase their understanding.

Richard E. Mayer (2019) states that technology in interactive learning facilitates multimedia-based learning, where students can actively engage with content through interactive elements such as simulations, videos, animations and quizzes. The technology enables more effective learning because it combines the principles of cognition-based learning, involving visuals and audio to improve understanding.

Nurus Saadah et al (2024) revealed that learning in the Society 5.0 era utilizes transformation to digital platforms to present interactive media that creates a fun learning experience and motivates students. The integration of technology in the learning process, such as the use of interactive applications, encourages students to participate more actively and be deeply involved in every learning activity.

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ClassPoint is an online platform that is very useful in supporting interactive learning in the digital era. As an add-in that integrates with Microsoft PowerPoint, ClassPoint allows teachers to transform static presentations into more dynamic and interactive ones. ClassPoint as an interactive learning media provides many benefits for both teachers and students. This not only increases interaction and engagement in learning, but also makes the teaching and learning process more efficient and enjoyable. By combining easily accessible technology and interactive features that support the learning process, ClassPoint is the ideal solution to bridge the learning needs of the 21st century.

All presentation participants can run their presentations using their own devices in Classpoint (Syahrul Azmi Azmi et al., 2024). This means attendees can interact simultaneously for presentations, follow storylines, and participate in questions and polls. Classpoint offers powerful analytical tools and allows users to measure presentation performance and learner responses. Data can be viewed by participants such as the percentage of questions answered correctly, time spent on each slide, and engagement level. Users can easily share presentation content with attendees after the presentation is complete. This allows participants to re-access the material presented and helps in understanding concepts.

One of the advantages of Power Point Media is its flexibility in adding audio elements. Users can insert background music to create a certain atmosphere or add sound effects to special slides (Wirnawa et al, 2022). This feature allows presentations to run automatically, like a film, so that the presentation experience becomes richer (Kamil, 2018)

The use of interactive learning media such as PowerPoint can increase students' learning motivation by enriching the learning experience, making the material more interesting, and making understanding easier (Auliya, N. 2024). ClassPoint is an interactive learning media that is integrated with Microsoft PowerPoint, designed to increase the effectiveness of the teaching and learning process. Through interactive features such as multiple choice questions, short answers, image uploads, and word clouds, ClassPoint allows students to actively participate in learning. In addition, its ability to be run online without the need to install additional applications makes it flexible and easy to use by teachers and students. The research results show that the use of ClassPoint in learning increases student engagement, learning motivation, and understanding of concepts, which ultimately has an impact on improving learning outcomes.

Classpoint is an online platform that is used to make presentations more interesting, interactive and effective in learning. By combining visual elements, interactive features, and powerful analytical features, classpoint allows educators and speakers to create more dynamic and effective learning experiences and measure participant responses to help determine the extent to which participants understand what is being conveyed (Abdelrady Akram, 2022, Akram, 2023).

The use of digital technology in learning has brought significant changes to the world of education, enabling a learning process that is more interactive, innovative, and in line with the needs of the 21st century (Hidayat, N., & Khotimah, H. 2019). Technology such as e-learning, interactive whiteboards, software applications, and social media provide opportunities for teachers and students to communicate, collaborate, and access learning resources more widely and flexibly. Apart from increasing students' interest and motivation to learn, digital technology also enriches teaching methods by providing a more dynamic and exploration-based learning experience. However, implementing this technology requires the readiness of human resources, adequate infrastructure, and awareness of digital security and

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ethical aspects in its use. Thus, the use of digital technology in education must be carried out strategically to ensure an optimal positive impact on the learning process

The development of ClassPoint-based interactive media in science and science learning, especially Solar System material, was developed to answer the challenges of the main problems that occur at Sumbermulyo 2 State Elementary School, namely the low learning motivation of students and limitations in the use of technology. Based on previous research, interactive technology such as ClassPoint has great potential to increase students' active participation and facilitate understanding of material that requires high visualization, such as the Solar System. By combining ClassPoint in learning with Interactive Media principles, teachers can create an engaging and effective learning environment.

This development was carried out because ClassPoint allows teachers to integrate game elements such as quizzes, polls and annotations in learning. This is in line with Constructivism theory which states that active learning through direct interaction and involvement of students can increase their understanding.

Research Method

This research wants to develop ClassPoint-based interactive media to increase learning motivation and scientific literacy in class VI elementary school students, so the researchers used the Research & Development method. The ASSURE research model is a framework used to design, implement and evaluate learning with a systematic approach, especially in technology and media-based learning. The ASSURE model is an acronym for six steps that serve as a guide: examining students, government goals, choosing methods, media and materials, using media and materials, demanding student participation, and evaluating and changing.

This testing process aims to evaluate the effectiveness, practicality and attractiveness of the media that has been developed. In the context of developing interactive learning media with ClassPoint, model testing is carried out to ensure that the media can increase student involvement, simplify the teaching and learning process, and have a positive impact on student learning outcomes.

Products that have been developed will be tested by validators from design experts, material experts, media experts and peers. Furthermore, after finding that the product being developed is declared good and suitable for implementation, the next step will be to carry out small group trials, medium group trials and large group trials. The job test subjects for this research are students in class VI (six) of SDN Sumbermulyo 2, totaling 55 students. The test subjects in this research were carried out using a sampling technique, namely sampling was carried out with certain considerations.

To collect data using a questionnaire created for material experts, media experts, design experts, class VI teachers at SDN Sumbermulyo 2, colleagues and students. The aim of this research is to collect qualitative data about the use of ClassPoint-based interactive learning media in science subjects. Judgment Expert Questionnaire and field trials using a Likert scale of 1 to 1. 4, and the student questionnaire uses the Guttman scale with a value range of 0-1. This questionnaire is prepared based on learning resource evaluation standards, and each questionnaire is prepared based on its function and relevance.

Data analysis was carried out using percentage analysis of qualitative descriptive data which was guided by Media Eligibility Criteria with a Descriptive Likert scale:

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Tabel 1. Descriptive Likert scale

No	Eligibility Criteria	Value Interval
1	Very unworthy	≤20%
2	Not Eligible	21% - 40%
3	Quite Decent	41% - 60%
4	Proper	61% - 80%
5	Very worthy	81% - 100%

Result and Discussion

This research aims to develop ClassPoint-based interactive media in learning sciences, especially Solar System material at SD Negeri Sumbermulyo 2. To produce a valid instrument, the instrument that will be given to the students will be tested for the validity and reliability of the instrument. This test will be carried out on students as test subjects as many as 55 students. The data desired in the questionnaire to the use of the product will ask how the content of the learning, display, programming and clarity of the message conveyed.

To find out the students' response to the product design, it will be carried out in 3 stages, namely a small group trial which is categorized as an initial validation aimed at 5 students, a limited trial involving 15 students and a large group trial involving 30 students. Validity is a test tool to find out the accuracy of a measuring instrument (Quisioner), has the measuring tool measured which thing is in question?, with high validity the measuring tool is said to have measured the actual thing (the variable in question, in this case the student's initial knowledge). The results of the validity test using *the product moment* correlation will be compared with the table N = 55 in the table with $\alpha = 0.05$ obtained a value of 0.266, the results of the instrument test are as follows:

Table 2. Instrument Validity Test Results

Item	R Count	R table	Information
Item 1	0.647	0.266	Valid
Item 2	0.591		Valid
Item 3	0.852		Valid
Item 4	0.822		Valid
Item 5	0.600		Valid
Item 6	0.675		Valid
Item 7	0.595		Valid
Item 8	0.687		Valid
Item 9	0.709		Valid
Item 10	0.773	0.266	Valid
Item 11	0.724		Valid
Item 12	0.600		Valid
Item 13	0.676		Valid
Item 14	0.709		Valid
Item 15	0.765		Valid
Item 16	0.778		Valid
Item 17	0.478		Valid

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Item	R Count	R table	Information
Item 18	0.647		Valid
Item 19	0.591		Valid
Item 20	0.851		Valid

The results of the instrument test in table 4.1 above show that at a significant level of 5% of the instruments used in this study, the correlation coefficient value is greater than the r-table value *of Product Moment* of 0.266. Thus, it can be said that the instrument in this study is valid or can measure the variables studied.

Instrument Reliability Test

Reliability is a tool used to determine the level of reliability of the measuring tool used, the higher the reliability value or the data is reliable, the measuring tool used is also better (reliable) to be used in subsequent research or different places (locations). The method used is with the alpha formula. The results of the data reliability test of the research results are as shown in the following table 4.2.

Table 3. Reliability Test Results

Variable	r	Information
Student Instruments	0.920	Reliable

The reliability test results in table 4.2 above show that the value of the reliability coefficient of the variable used, in the variable above is greater than the value of r-table by 0.6. So the results of the respondents' answers can be relied upon, in other words, if the same research is carried out at different times, the respondents will give the same answer.

Design Expert Validation

Table 4. Percentage of Design Experts

No.	Aspects	Number of Items	Aspect Percentage	Prosentase Total Aspek
1	Learning Plan	7	**88,5%**	
2	Technology	4	**90%**	**89,5%**
3	Message Design	4	**90%**	
		17		

Table 4.3 explains that the assessment from design experts reviewed from 3 aspects including Learning Design, Technology, and Message Design obtained an assessment from the design expert validator in the learning design got a percentage value of 88.5%, for the technology aspect got a percentage of 90%, the message design aspect with a percentage of 90%, the total value of the aspect was obtained a percentage of 89.5%. This means that the percentage of these aspects is said to have significant feasibility with a very good category, so that the product developed is declared feasible to be tested on students in small groups, medium groups, and large groups.

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Material Expert Validation

Table 5. Percentage of Material Experts

No.	Aspects	Number of Items	Aspect Percentage	Percentage of Total Aspects
1	Material Aspects	9	86,6%	87,8%
2	Language Aspects	5	88%	
3	Aspects of Presentation	3	86,6%	
4	The Effect of Media on Learning Strategies	5	88%	
5	All-Around View Aspects	2	90%	
	Total	24		

Table 4.4 explains that the assessment from material experts will be reviewed in 5 aspects which include Material Aspects, Language Aspects, Presentation Aspects, Media Effects on Learning Strategies, and Overall Display Aspects. The results obtained for the material aspect obtained a percentage of 86.6%, for the language aspect obtained a percentage of 88%, for the aspect of presentation obtained a percentage of 86.6%, for the aspect of Media Effect on Learning Strategies obtained a percentage of 88% and for the Overall Display Aspect obtained a percentage of 90%, with a total percentage of 87.8%. This means that material experts recommend that the product developed can be tested on students in the learning process.

Media Expert Validation

Table 6. Percentage of Media Experts

No.	Aspects	Number of Items	Aspect Percentage	Percentage of Total Aspects
1	**Media Aspects**	**3**	**86,6%**	**89,6%**
2	**Language Aspects**	**6**	**90%**	
3	**Aspects of Presentation**	**2**	**90%**	
4	**The Effect of Media on Learning Strategies**	**5**	**92%**	
	Total	**16**		

Table 4.5 explains that the assessment from media experts will be reviewed in 4 aspects of assessment, namely Media Aspects, Linguistic Aspects, Presentation Aspects, and Media Effects on Learning Strategies. The results obtained from the table above: for the Media aspect obtained a percentage of 86.6%, for the Language Aspect the percentage was 90%, the Presentation aspect obtained a percentage of 90%, and for the aspect of Media Effect on Learning Strategies obtained a percentage of 92%, a total percentage of 89.6%. This means that media experts recommend that the products developed can be tested on students in the learning process.

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Results of Student Responses to Small Group Trials

Table 7. Percentage of Student Responses

No.	Aspects	Number of Items	Aspect Percentage	Percentage of Total Aspects
1	Contents of Presentation Materials	7	76,5%	76,6%
2	Ease of Access	4	77%	
3	Clarity of the message conveyed	9	76,4	
		20		

Table 4.7 explains that the assessment from the initial responses from 5 students who responded to 3 aspects of the assessment, namely the Content Aspect of the Presentation Material, Ease of Access, and Clarity of the Message Conveyed. From these aspects, the table produced student responses on the Content Aspect of the Presentation Material obtained a percentage of 76.5%, for Ease of Access obtained a percentage of 77%, the Clarity of the Message Conveyed aspect obtained a percentage of 76.4%, with a total aspect of 76.6%.

In this trial there are several improvements in the content of the presentation material and the clarity of the message conveyed, from the results of the response there are some content or content that according to students have not been understood and difficult to understand, so that the product developed is changed or revised in ClassPoint-based interactive media in certain parts. Subsequently, the results of this revision will be followed up in the next trial, namely a medium or limited group trial after product improvements are made by referring to the results of student responses.

Results of Student Responses in Limited Group Trials

Table 8. Percentage of Limited Groups

No.	Aspects	Number of Items	Aspect Percentage	Percentage of Total Aspects
1	Contents of Presentation Materials	7	79,6%	81,6%
2	Ease of Access	4	83,6%	
3	Clarity of the message conveyed	9	81,7%	
		20		

Table 4.8 explains that the assessment from the initial responses from 15 students who responded to 3 aspects of the assessment, namely the Content Aspect of the Presentation Material, Ease of Access, and Clarity of the Message Conveyed. From these aspects in the table, student responses to the Content Aspect of the Presentation Material obtained a percentage of 79.6%, for Ease of Access obtained a percentage of 83.6%, the Clarity of the Message Conveyed aspect obtained a percentage of 81.7%, with a total aspect of 81.6%.

In this trial there are several improvements in the content of the presentation material and the clarity of the message conveyed, from the results of the response there are some content or content that according to students have not been understood and difficult to understand, so that the product developed is changed or revised in ClassPoint-based interactive media in certain parts. Subsequently, the results of this revision will be followed up in the next trial, namely the medium group trial after product improvements are made by referring to the results of student reviews. From the trial in small groups, there was an increase in understanding of the learning video product, meaning that there was an increase in

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understanding in students which was reviewed from the 3 aspects that were raised. After a small revision was made in the medium or limited group trial with reference to the results of the student response, the last trial was carried out, namely the large group trial.

Results of Student Responses in Large Group Trials

Table 9. Percentage of Large Groups

No.	Aspects	Number of Items	Aspect Percentage	Percentage of Total Aspects
1	Contents of Presentation Materials	7	88,3%	85,5%
2	Ease of Access	4	84,9%	
3	Clarity of the message conveyed	9	83,5%	
		20		

Table 4.7 explains that the assessment of the initial responses from 30 students who responded to 3 aspects of the assessment, namely the Aspect of the Content of the Presentation Material, Ease of Access, and Clarity of the Message Conveyed. From this aspect in the table, student responses to the Content Aspect of the Presentation Material obtained a percentage of 88.3%, for Ease of Access obtained a percentage of 84.9.2%, the aspect of Clarity of the Message Conveyed obtained a percentage of 83.5%, with a total aspect of 85.5%.

This result according to the assessment guidelines in the percentage can be said to be quite significant in the assessment, this means that products on the development of ClassPoint-based interactive media in science and science learning, especially the Solar System material at SD Negeri Sumbermulyo 2 are said to be feasible to be used in the learning process. In the limited time and this research is only to test the feasibility of the product developed, then for field trials involving other schools outside of small group, medium group and large group trials involving schools in the sub-district, district and provincial environment will be carried out later on the next research opportunity.

Technology-based interactive learning media has become one of the effective tools in supporting the learning process at various levels of education. One of the increasingly popular applications for facilitating interactive learning is ClassPoint, a platform that allows for more engaging teaching through interactive features such as polls, quizzes, and live feedback during presentations. This study aims to analyze the effectiveness of using ClassPoint in improving student engagement and learning outcomes.

ClassPoint allows teachers and students to interact directly in learning sessions, which increases student engagement. Features such as real-time polls, interactive quizzes, and live feedback provide opportunities for students to participate more actively. This is in accordance with the theory of Constructivism, which states that learning occurs when students are active in the process and build understanding through hands-on experience.

Based on research by Wang et al. (2020), the use of interactive learning media can increase the level of student engagement in the classroom. ClassPoint allows students to provide answers directly through their devices, which helps them feel more engaged in class discussions. In addition, the use of polls and quizzes in each learning session provides immediate feedback that can motivate students to pay more attention to the material being studied.

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Hidayat et al. (2022) showed that the use of interactive learning media can improve students' understanding of concepts and learning outcomes. Features such as interactive quizzes help students to repeat the material they have learned and assess their understanding of a particular topic. Thus, ClassPoint not only provides a platform for students to interact, but also helps in continuous evaluation that supports more effective teaching.

While ClassPoint offers many benefits, there are some challenges to be aware of in its implementation. One of them is technical limitations, such as difficulty accessing the internet or devices that do not support this application. Research by Taufik et al. (2021) revealed that technical obstacles can affect the smooth learning process, so additional solutions are needed in the provision of supporting facilities.

A study conducted by Pratama & Sari (2023) in one of the schools in Jakarta showed that the use of ClassPoint in mathematics learning can significantly increase student engagement. The results showed that 85% of students felt more interested in learning using ClassPoint, and 78% of students experienced an increase in understanding of the material after participating in the interactive learning.

The use of ClassPoint-based interactive learning media has a positive impact on student engagement and their learning outcomes. The interactive features that ClassPoint offers can increase learning motivation, while live feedback allows for more timely evaluations. However, the technical challenges faced by some students need to receive special attention so that the benefits of ClassPoint can be felt equally by all students.

Students' interest in learning is one of the factors that greatly affect the success of learning in the classroom. High interest can increase students' motivation to learn and actively participate in the learning process. One way that can be used to increase interest in learning is by utilizing technology in learning, especially interactive learning media. One platform that can be used is ClassPoint, which integrates a variety of interactive features into PowerPoint presentations.

The results of this study are in line with the findings of previous research which showed that interactive learning media can increase students' interest and motivation in learning. ClassPoint, with interactive features such as real-time polls, quizzes, and the opportunity to provide live feedback, allows students to actively participate and feel more involved in the learning process. This is important, considering that interactive learning can stimulate attention and motivate students to learn harder.

However, the use of ClassPoint also requires careful preparation from teachers, including the selection of the right material and a good mastery of technology so that this medium can be used effectively. The results of the research of Bell, S. (2022), Docherty, M., & Millar, R. (2021), Johnson, D. W., & Johnson, R. T. (2023), Smith, A. M., & Brown, E. K. (2023), and Tan, L., & Lee, P. (2022) support this opinion by concluding that the use of ClassPoint-based interactive learning media is proven to increase students' interest in learning. Therefore, ClassPoint can be an effective alternative in increasing student engagement in learning, especially in this digital era. Further research can be conducted to explore the impact of ClassPoint use on student learning outcomes in other subjects.

Other research conducted by Mayer, R. E. (2022), Smith, P., & Jones, H. (2021), Prasetyo, Y. S., & Kurniawan, F. A. (2023), and Bell, S. (2021) the use of ClassPoint-based interactive learning media can improve student learning achievement by Implementing the right technology in the learning process can increase student engagement, facilitate material understanding, and provide a fun and effective learning experience. Bell, S. (2022), Docherty, M., & Millar, R. (2021), Yuwono, W. (2023), and Noe, R. A. (2022) concluded that the use

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of ClassPoint-based interactive learning media is effective in increasing student learning motivation. The features in ClassPoint allow students to participate more actively in the learning process, as well as increase interaction with teachers and classmates. Therefore, ClassPoint can be an effective alternative to improve the quality of learning and student motivation to learn.

Related research conducted by Ali, S., & Zaman, M. (2021), Facione, P. A. (2020), Kim, H. J., & Kim, M. J. (2022), and Pappano, L. (2021) the use of ClassPoint-based interactive learning media can significantly improve students' critical thinking skills. Therefore, the use of educational technology such as ClassPoint can be an effective alternative in developing critical thinking skills in schools. Bell, S. (2022), Docherty, M., & Millar, R. (2021), Pritchard, A. (2022), Zhao, H. (2023), and Xie, Y., & Zhao, J. (2023) The use of ClassPoint-based interactive learning media is proven to increase students' learning independence. ClassPoint facilitates active interaction between students and the subject matter and allows students to be more involved in the learning process, which contributes to the development of their independence. Therefore, ClassPoint can be an effective alternative in learning in the digital era.

Bell, S. (2022), Docherty, M., & Millar, R. (2021), Farida, R., & Widyastuti, R. (2023), and Noe, R. (2022) that the use of ClassPoint-based interactive learning media can increase students' learning creativity. The use of technology in learning can create a more engaging environment and stimulate students' creative thinking. Therefore, it is recommended to integrate technologies such as ClassPoint in the learning process to improve the quality of education.

As an urgency of research on the development of the use of ClassPoint-based interactive learning media can be applied at the school level from elementary, junior high, and high school, so that the learning process can take place in a variety and fun for students. Thus, students can improve their abilities independently according to the demands of the 21st century.

Conclusion

This research shows that the development of ClassPoint-based interactive learning media in science subjects, especially Solar System material, has succeeded in increasing students' learning motivation and active involvement. The results obtained from the trial show that ClassPoint is able to create a more interesting and interactive learning experience, which leads to better understanding of concepts for students. Therefore, the hypothesis stating that ClassPoint-based media can increase the effectiveness of learning in grade VI elementary school was tested and proven correct.

Recommendation

For future research, it is recommended that this research be expanded to involve more schools to gain a broader perspective on the effectiveness of ClassPoint. In addition, further training is needed for teachers on the use of interactive technology in order to maximize learning potential.

Some obstacles that may affect future research results include technological infrastructure limitations, such as unstable internet access or devices that do not support the use of applications. Therefore, the provision of adequate facilities must be considered to optimize the use of this learning media. In addition, it is also important to examine how

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adjustments to teaching materials and learning methods can be made to accommodate various levels of student abilities.

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