Integrating Nearpod into Digital Learning to Enhance Students' Confidence in Expressing Opinions

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Abstract

Active student involvement is a fundamental component for establishing successful teaching and learning processes in higher education. The use of interactive digital platforms offers a viable alternative to foster a more engaging, participatory learning atmosphere. The objective of this research is to evaluate how interactive digital learning via Nearpod affects university students' confidence levels when expressing their academic opinions. A quantitative methodology was utilized, specifically implementing a quasi-experimental approach with a pretest-posttest control group design. The participants were students enrolled in the Classroom Action Research course within the Sociology Education Study Program at Universitas Negeri Makassar. Information was gathered utilizing a Likert-scale questionnaire measuring self-confidence, and the results were evaluated using N-Gain, independent sample t-tests, and effect size calculations. The findings demonstrate that the group utilizing Nearpod exhibited a more substantial growth in self-confidence than the traditional control group. Specifically, the experimental group achieved a moderate N-Gain score of 0.63, whereas the control group only reached a low score of 0.19. Furthermore, statistical analyses indicated a significant difference between the two groups ($p < 0.05$), with a large effect size of 0.87. These results imply that Nearpod's interactive tools—especially the voice response function—provide a secure digital space that supports students in gradually building the courage to communicate academic ideas.

Keywords: Interactive learning, nearpod, self-confidence, student participation, higher education

Abstrak

Keterlibatan aktif mahasiswa merupakan komponen fundamental untuk membangun proses pengajaran dan pembelajaran yang sukses di pendidikan tinggi. Penggunaan platform digital interaktif menawarkan alternatif yang layak untuk menumbuhkan suasana pembelajaran yang lebih menarik dan partisipatif. Tujuan penelitian ini adalah untuk mengevaluasi bagaimana pembelajaran digital interaktif melalui Nearpod memengaruhi tingkat kepercayaan diri mahasiswa universitas ketika mengungkapkan pendapat akademis mereka. Metodologi kuantitatif digunakan, khususnya menerapkan pendekatan kuasi-eksperimental dengan desain kelompok kontrol pretest-posttest. Partisipan adalah mahasiswa yang terdaftar dalam mata kuliah Penelitian Tindakan Kelas di Program Studi Pendidikan Sosiologi di Universitas Negeri Makassar. Informasi dikumpulkan menggunakan kuesioner skala Likert yang mengukur kepercayaan diri, dan hasilnya dievaluasi menggunakan N-Gain, uji-t sampel independen, dan perhitungan ukuran efek. Temuan menunjukkan bahwa kelompok yang menggunakan Nearpod menunjukkan pertumbuhan kepercayaan diri yang lebih substansial daripada kelompok kontrol tradisional. Secara khusus, kelompok eksperimen mencapai skor N-Gain sedang sebesar 0,63, sedangkan kelompok kontrol hanya mencapai skor rendah sebesar 0,19. Lebih lanjut, analisis statistik menunjukkan perbedaan signifikan antara kedua kelompok (p < 0,05), dengan ukuran efek yang besar yaitu 0,87. Hasil ini menyiratkan bahwa alat interaktif Nearpod—terutama fungsi respons suara—menyediakan ruang digital yang aman yang mendukung siswa dalam secara bertahap membangun keberanian untuk mengomunikasikan ide-ide akademis.

Kata kunci: Pembelajaran interaktif, nearpod, kepercayaan diri, partisipasi mahasiswa, pendidikan tinggi

Introduction

Proactive student engagement is an essential benchmark for realizing effective educational activities at the university level. Student participation, including participation in discussions, articulation of ideas, and academic communication with instructors and peers, is crucial in stimulating a lively and meaningful learning environment. Through this active engagement, students' positions are transformed from mere passive recipients of material to individuals who dynamically construct understanding through dialogue, self-evaluation, and cross-examination. In higher education, scientific interactions fostered through class discussions are instrumental in guiding students to hone their critical reasoning, argumentative skills, and academic speaking skills, which are vital prerequisites for success in both the academic and professional arenas. Therefore, teaching methods that encourage active student participation are believed to elevate the quality of the learning experience while strengthening their dedication to academic activities in the classroom (Gao et al., 2021; Guerrero et al., 2024).

Despite this, observations of lectures often reveal a tendency for students to remain silent and inactive in discussions. This situation is a common sight in various learning scenarios on campus. Many students struggle with a lack of confidence in presenting their arguments face-to-face in class, often driven by a fear of making mistakes or anxiety about receiving criticism from their peers. This obstacle leads to students withdrawing and limiting their role to merely listening during discussion sessions. Consequently, the exchange of ideas, which should be the heart of academic interaction, cannot function optimally. Students' failure to muster the courage to express their opinions directly reduces their opportunities to develop analytical thinking,

argumentation skills, and scientific communication competencies (Musa & Al Momani, 2022; Paramita, 2023).

Low self-confidence among students when having to speak in public is also strongly correlated with various psychological obstacles, such as anxiety when communicating (speaking anxiety), feelings of reluctance, and limited experience in expressing ideas in formal forums. Individuals with acute speaking anxiety will strive to avoid situations that force them to appear and speak in front of a large audience. This reality has a direct impact on their decreased level of participation during classroom brainstorming sessions, which in turn hinders the creation of a dialogic and interactive learning climate. Furthermore, classroom ecosystems that fail to provide a 'safe space' for students to express their thoughts also contribute to exacerbating this passive attitude. Therefore, it is crucial to implement pedagogical tactics that can create an inclusive classroom climate, where opportunities for participation are opened as widely as possible so that students feel guaranteed to feel comfortable when sharing their opinions during the teaching and learning process (Hasan et al., 2024; Bintoro, 2024).

Beyond self-confidence, students' ability to formulate opinions is also closely linked to the development of academic communication skills, which are recognized as a central skill in higher education. Expectations for students extend beyond mastery of theoretical material to the ability to structure ideas in a coherent, persuasive, and structured manner in scientific forums. This skill holds a crucial position, particularly in learning models that emphasize discussion, where students are encouraged to actively exchange insights, respond to the views of their peers, and develop rebuttals or support based on solid conceptual mastery. Therefore, initiatives to boost students' confidence in expressing their aspirations are inherently part of a comprehensive plan to improve the quality of teaching and learning activities at the university level.

At the operational level, creating learning that offers an arena for massive participation does not solely depend on the choice of instructional methods, but is also influenced by the capabilities of educators in utilizing various tools and technological innovations that align with the profile of today's students. Today's student population, who grew up in a digital ecosystem, demonstrates a higher responsiveness to educational approaches that apply interactive technology. Therefore, the integration of digital learning technologies has transformed into a method whose use is increasingly intensive in higher education institutions. Along with the pace of information technology, various new learning methods are continuously designed to support the lecture process that emphasizes interaction and collaboration. In the realm of education, the existence of digital technology has gone beyond its basic function as a channel of information and has now penetrated into a crucial instrument for facilitating a synergistic and interactive educational experience.

The adoption of interactive learning technology opens the gates for students to engage in a series of activities such as test-based game, discussion online, polls, and even direct feedback on the material presented. Learning routines supported by these digital devices have proven effective in creating a much more engaging classroom atmosphere, while simultaneously igniting students' enthusiasm to actively participate in every phase of learning. The integration of technology into the curriculum has been proven to escalate student engagement and foster a dynamic and cooperative learning experience (Muniroh, 2024; Anggoro, 2025).

Of the many options available, nearpod is present as an interactive learning platform that has proven to be functional in the digital education ecosystem. This software is specifically formulated to support interactive learning processes by combining various digital features into a single, integrated learning platform. With nearpod, teachers have the flexibility to present the subject matter while inserting activities that stimulate engagement, such as game-based quizzes

(gamification), digital whiteboard for collaboration, open questionnaires, polling, and a platform to accommodate real-time student responses. All these facilities provide students with the privilege to proactively participate in lectures through their respective digital devices. Thus, the role of nearpod has evolved from being a mere projector of material to a catalyst that brings to life reciprocal interactions between lecturers and their students.

Integration of digital learning tools such as nearpod presents ample opportunities for lecturers to construct a more heterogeneous and communicative educational experience. Armed with a variety of interactive menus embedded within, educators can blend theoretical delivery with practices that encourage immediate participation from students. Activity formats such as virtual forums, audio recordings, and teamwork via electronic whiteboards free students to engage at a more flexible pace when juxtaposed with classical discussion formats. This favorable condition is believed to reduce the mental obstacles that often plague students when required to speak their minds openly in the classroom. In short, the embedding of technology that supports interactivity is not only aimed at increasing the level of student engagement but also focused on designing learning zones that embrace all parties, so that it can continuously cultivate their courage to speak out in scientific forums.

A learning system that fully adapts the use of digital instruments is projected to be a powerful solution to address the increasingly rapid dynamics and challenges of today's higher education. Previous literature has confirmed that the application of nearpod has proven to be effective in boosting student activity. A review by Muniroh (2024) validates that the existence of nearpod can boost the level of student engagement. Thanks to the variety of interactive activities offered by this platform. A series of activities that require direct engagement between students and their subject matter significantly helps focus their attention and immerse them in the learning process. Similarly, Efendi's (2024) research underscores that the combination of nearpod in the teaching scheme, it has succeeded in multiplying class participation through interactive menus such as quizzes, digital debates, and the provision of instant feedback by lecturers during class.

Another study conducted by Khoirrohmah (2024) indicates that the use of a nearpod is effective in sharpening students' absorption of material thanks to attractive and interactive visual presentation methods. Visualization of material supported by participatory learning activities is crucial in making it easier for students to digest complex concepts. In addition, Hasan (2024) concluded that the implementation of media-based nearpod not only does not increase engagement, but it also successfully delivers an enjoyable learning experience. If students are interested and entertained by the learning process, they will automatically be encouraged to further explore the lecturer's instructions. On the other hand, Bintoro (2024) documented that the platform has a significant impact on increasing student motivation and academic achievement. This is concrete evidence that this interactive digital instrument not only targets the cognitive domain but also intervenes in the affective domain of students.

Research led by Abdullah (2022) also confirms the ability of nearpod in boosting student learning motivation in distance learning scenarios, which is achieved thanks to the integration of interaction-inducing features that ensure full student engagement throughout the session. Furthermore, Alawadhi and Thabet's (2023) investigation reported a positive response from students regarding the use of Nearpod; this platform is considered capable of bridging interactions and amplifying their participation in the classroom.

Although various research findings have confirmed the benefits of nearpod in supporting student participation, the main focus of most of the previous literature is still focused on aspects of increasing academic value, motivation, and student engagement. There is still a lack of in-depth analysis that specifically examines the correlation between interactive menus inward with the

escalation of students' confidence in articulating their views. In fact, in a learning scheme that demands active participation on campus, the level of confidence to express aspirations is one of the main determinants that greatly influences the quantity of student involvement in discussion activities. In the participatory learning paradigm, tools such as nearpod provide a great opportunity to function as a virtual participation platform; a medium that allows students to express their thoughts step-by-step through digital channels, before finally presenting the ideas directly in a physical classroom.

The existence of menus like collaborative boards, open-ended essay questions, dynamic quizzes, and even voice recorders empower students to present their arguments publicly without the psychological burden often associated with face-to-face discussions. Through these procedures, students gain the space to express their ideas in a flexible and relaxed environment, which is ultimately fundamental to fostering their courage to speak more frankly. Therefore, the operation of nearpod beyond its limitations as a digital aid, transforms into a powerful pedagogical tool that supports the formation of an inclusive and participatory classroom ecosystem. The integration of interactive facilities internapod has the potential to produce experiences that motivate students to proactively take on roles in the classroom, along with growing self-confidence in voicing ideas.

Based on this reality, comprehensive research regarding the utilization of nearpod as an instrument to boost students' self-confidence in expressing opinions, it is felt to be very urgent to implement it. Referring to the background explanation above, this study was initiated with the intention of analyzing the implementation of nearpod as a means of electronic participation that aims to increase students' level of self-confidence when responding to and expressing ideas in lecture activities.

Methods

This study adopts a quantitative approach combined with a descriptive design quasi-experimental with the aim of dissecting the impact of the application of educational platforms nearpod on students' confidence levels when expressing their arguments. The choice of quantitative basis is based on the main objective of this study, which is to measure the correlation between digital-based learning treatment and changes in students' self-confidence scale measurably through a series of statistical computation processes. The design quasi-experimental this design was implemented considering that the researchers did not employ pure randomization techniques in determining participants but instead utilized pre-formed class groups within the lecture environment. This design model is commonly applied in educational studies to measure the efficacy of an intervention in the real world of the classroom (Creswell & Creswell, 2018; Fraenkel et al., 2019).

The research scheme applied refers to pretest–posttest control group design, which focuses on comparing fluctuations in participants' self-confidence before and after intervention by a specific learning model in two entities, namely the experimental group and the control group. Referring to this framework, both groups are required to undergo initial evaluation (pretest) which serves as a parameter to measure the starting point of their self-confidence levels. After that, the experimental class will be introduced to the lecture process supported by nearpod in contrast, the control class will continue to rely on a conventional teaching approach. After all teaching phases are completed, a final assessment (posttest) will be distributed to both groups to monitor any shifts in students' self-confidence. The layout of this research design can be seen in Table 1.

Table 1. Research Design

Group	Pretest	Treatment	Posttest
Experiment	O1	Learning using Nearpod	O2
Control	O1	Conventional learning	O2

Information:
O1 = Pretest of student self-confidence
O2 = Posttest of student self-confidence

Research Subjects

The target population involved in this research is a group of students from the Sociology Education Study Program at Makassar State University who are registered as participants in the Classroom Action Research course. The decision to study this course is based on its learning characteristics, which are dense with academic dialectics, presentation demands, and argumentation that inherently mandate a high level of confidence in public speaking. The sampling process relies on the method/purposive sampling, which means the sample is selected based on several specific criteria that align with the essence of the study (Etikan et al., 2016). The parameters determining sample selection include:

1) Status as a student who is legally and actively taking the Classroom Action Research course.
2) Students who have a track record of involvement in discussion sessions during class.
3) Students who declare their commitment to participate in every stage of the research, starting from completing the pretest to completing the posttest.

This research accommodates two class group variants, including:

1) Experimental class: Class population whose learning activities are interspersed with the use of applications nearpod.
2) Control class: The class population that undergoes teaching and learning activities via the conventional route which emphasizes classical discussions.

Research Instruments

The research instrument used was a student self-confidence questionnaire in expressing opinions which was compiled using a five-level Likert scale with the following answer options:

1 = Strongly disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly agree

The self-confidence indicator in this study refers to the concept of self-efficacy proposed by Bandura (1997). The concept of self-efficacy explains that an individual's belief in their own abilities can influence their behavior and courage in carrying out an action.

The indicators of student self-confidence in this study are presented in Table 2.

Table 2. Student Self-Confidence Indicators

No	Indicator	Description
1	Confidence in expressing opinions	Students have the confidence to convey ideas or thoughts in class discussions
2	Courage to speak	Students dare to speak and express their opinions in front of the class.
3	Ability to defend an argument	Students can provide reasons or arguments for the opinions expressed.
4	Readiness to speak in academic forums	Students feel ready to participate in academic discussions

Before the questionnaire was field administered, the instrument was first tested for validity and reliability. Validity checks were conducted through correlation tests. Pearson Product Moment with the intention of measuring how precise the relationship between each question item and its main variable is. Meanwhile, the reliability test is executed by utilizing the metric Cronbach's Alpha to detect consistency in the instrument structure. A measuring instrument can be labeled reliable when the coefficient Cronbach's Alpha-it touched the figure ≥ 0.70 (Hair et al., 2019)

Research Procedures
The course of this investigation is divided into the following series of stages:

1. Preparation Stage: In this phase, researchers are busy developing an integrated learning architecture. Nearpod which is equipped with interactive ammunition such as educational video shows, quiz challenges wrapped in games (Time to Climb), group work medium (Collaborate Board), essay question and answer instrument (open-ended question), and don't forget the voice delivery module (voice response).
2. Implementation Phase: The crucial phase in which learning interventions are implemented in each class. The experimental class operates under the guidance of Nearpod, while the control class runs with conventional face-to-face methods mixed with regular discussions.
3. Evaluation Stage: At the end of the series, a re-assessment is conducted to audit the escalation of students' self-confidence by distributing a post-test questionnaire.

Data Collection Techniques
Research data was collected using the following techniques:

1. Questionnaire: Functions as the main parameter for measuring students' level of self-confidence when aspiring, recorded before (pretest) and after (posttest) the intervention.
2. Observation: Involved in reviewing the intensity of student involvement during lecture activities.
3. Documentation: Used to collect secondary data that supports research, including student activity records on the dashboard. Nearpod along with various marginal notes recorded throughout the research period.

Data Analysis Techniques

1. Analysis Prerequisite Testing As a crucial step before testing the main hypothesis, the raw data must undergo a filtering process via:
   1) Normality test: Run to track whether the distribution of processed data has a normal distribution.
   2) Homogeneity test: Executed to validate the equivalence or uniformity of variance between the data belonging to the experimental group and the data from the control group.
2. Learning Improvement Analysis In order to measure the extent to which students' self-confidence increased after receiving intervention, this study used an analytical instrument in the form of N-Gain score. The calculation is represented in the following mathematical equation:

$$N - Gain = \frac{Posttest - Pretest}{SkorMaksimum - Pretest}$$

The learning improvement categories (Hake, 1999) are shown in Table 3.

Table 3. N-Gain Categories

N-Gain Value	Category
$g \geq 0.70$	High
$0.30 \leq g < 0.70$	Currently
$g < 0.30$	Low

1. Hypothesis Testing

   Hypothesis testing was conducted using an independent sample t-test to determine whether there was a significant difference between the experimental group and the control group.

2. Analysis Effect Size

   To determine the strength of the influence of Nearpod use on student self-confidence, an effect size analysis (Cohen's d) was used (Cohen, 1988; Field, 2018) with the following interpretation criteria:

Table 4. Analysis Effect Size

Cohen's d value	Interpretation
0.2	Little influence
0.5	Moderate influence
0.8	Big influence

Findings and Discussion

Findings

The results of this study were rolled out to identify the reach and influence of the implementation of a digital learning system. Nearpod related to its impact on increasing students' courage when expressing their thoughts in front of the class. The data collection methodology is based on the distribution of self-confidence questionnaires to two sample clusters, namely the experimental group which was treated with instructions in the style of nearpod, alongside a control group that received conventional teaching methods. This data mapping was conducted at two points, beginning with a pre-intervention pretest and ending with a post-intervention posttest.

Preliminary observations were used to capture the mental strength map and students' self-confidence in the phases before and after the introduction of problem-based teaching tactics. Nearpod. A summary of the descriptive statistical analysis of the pretest and posttest scores is comprehensively outlined in Table 5.

Table 5. Comparison of student self-confidence scores

Group	Pretest Mean	Posttest Mean	N-Gain
Experiment (nearpod)	62.41	82.36	0.63
Control	63.02	70.11	0.19

Looking at the data presented in Table 5 (or Table 5 in the order of this document), there is a gap in the rate of increase in self-confidence points between the two groups. During the period baseline(pretest), the aggregate self-confidence score of the experimental class residents landed at 62.41, slightly compared to the control group which scored 63.02. This marginal pretest gap indicates the fact that the stock of self-confidence of students in both classrooms was at a proportional and balanced level before being exposed to the experiment.

After the learning intervention was completed, both groups simultaneously experienced a point increase on their self-confidence scale. However, the jump in scores produced by the experimental population (users) was nearpod) proved a much more promising surge when compared to the achievements of traditional groups. The final average (posttest) the experimental class's confidence level skyrocketed to 82.36, while the control class staggered at 70.11. This disparity in point escalation is a valid indicator that the involvement of neuropod lectures transmits a constructive influence on the blossoming of students' courage to show off.

To examine the quality of this improvement more closely, researchers turned to using a barometer N-Gain score. The computational process revealed the reality that the N-Gain achievement for the experimental group recorded a score of 0.63, landing it in the middle (moderate) classification range. In contrast, the N-Gain score of the control class slumped to 0.19, which dragged it into the low classification label. This condition confirms the proposition that the moral encouragement and straightforwardness of opinion felt by the experimental class adherents far surpassed their friends in the control class. This objective observation indicates that the orchestration of learning activities using the help of digital devices nearpod strong in providing educational tools that encourage participants to be more actively involved in

overseeing the material. A variety of built-in interactive menus nearpod granting students the true freedom to express their thoughts throughout the class.

To provide statistical legitimacy for the disparity in increases between the two entities, a hypothesis validation procedure was undertaken through an intermediary. Independent sample t-test. Details of the output of the difference test are presented in Table 6

Table 6. Results of the independent sample t-test

Variables	t	Mr. (p)
Student self-confidence	27 4.3	0.000

Referring to the statistical calculation table, it is shown that the asymptotic significance value (Sig.) is at an absolute position of 0.000, which is very far below the critical threshold that has been set, namely 0.05. This configuration of numbers shouts a message that the existence of distortion or striking differences between the experimental and control camps, especially in the aspect of increasing the value of confidence, is real and not a coincidence. In conclusion, the introduction of a digital learning tool called nearpod have a strong and meaningful determination in polishing the mental and self-confidence of learners every time the moment of discourse exchange begins.

In another realm, to weigh with precision, the strength of the effects of a breakthrough nearpod this is at the level of participant confidence, a derivative calculation entitled effect size. Analysis records confirm scale gains Cohen's dIt reached 0.87, which is equivalent to a jumbo (large) impact representation. Score effect size this soaring validates the power of leverage in boosting students' assertiveness and courage to not remain silent in class. This series of golden findings implies how integrating interactive technology devices into academic routines can have a transformative impact on students' affective side, particularly in restoring self-confidence when speaking up and expressing what's in their heads.

Discussion

The series of empirical data produced shows strong evidence that the exploitation of online learning facilities is like nearpod it has had a positive impact on the soaring courage of students to express their opinions. This series of recent facts highlights that the infiltration of educational technology is not only focused on sharpening cognitive cells but also infiltrates and changes the affective culture that is directly related to students' mentality and confidence in the learning environment.

The primary catalyst that sparked the participants' growing level of courage in this study was the availability of interactive channels that guided students to actively engage with the dynamics of the teaching. Compared to classical rituals, students are often burdened by the atmosphere of live discussions that require them to show off in front of a full class. For certain groups of students, this kind of pressure is an instant trigger for anxiety or fear of making mistakes, which causes them to keep their mouths shut as a defense mechanism.

Innovative platform nearpod has emerged by offering an alternative, loosely structured space for participation with minimal psychological intervention. Facilitated by interactive tools embedded in the app, students are now able to formulate their opinions anonymously, step by step, on digital channels before exposing them to a more widespread, communal discussion. This

transitional phase is invaluable because it provides breathing space for students to build up courage little by little before suggesting their ideas to the public.

Key actors of success nearpod what stimulates courage is none other than the existence of the voice response recording feature (voice response). This brilliant menu paves the way for participants to verbally express their analysis using their respective electronic devices without face-to-face interaction. Utilizing this facility gives students the opportunity to deliver their academic monologues solitarily without having to stand tensely at the classroom podium. The creation of this recording channel injects a safe intervention zone (safe space) and minimizes the risk for a group of students plagued by chronic stage fright. The process is also elegant, with students given the privilege of conceptualizing and recording their narratives as thoroughly as possible before being pushed into a central dashboard for lecturers to hear or dissect in the forum. This opportunity for respite provides students with breathing space to sharpen their logical constructions, thus developing their confidence in presenting arguments.

This cluster of scientific conclusions goes hand in hand with the construction of thoughts regarding self-efficacy popularized by Bandura (1997). Framework self-efficacy reveals the narrative that the perception of one's personal expertise when acting is gradually incubated through the euphoria of success experienced in a series of mini-action experiments. Once a student has a satisfying experience when submitting their opinion via a digital instrument, milestone this will work like fertilizer that assures them of their own ability to continue to take momentum in synchronous discussions.

Besides that, the implementation of nearpod also has a linear impact on the explosion of the percentage-student engagement during teaching activities. Variations of daily tasks in an interactive style, such as quizzes with entertainment elements (gamification), collaboration board (whiteboard digital), and the descriptive assessment model successfully captivates students' hearts, allowing them to delve deeper into the material. If a student's heart and attention are swept along by the flow of engaging learning, they will automatically have no objections to participating in cooperative instruction from the teaching staff.

The synchronization between this research and the previous documents is quite precise where the existence of nearpod it has always been associated with improved academic engagement. Muniroh's (2024) publication once mentioned that utilizing this facility effectively reduces the percentage of apathetic students and boosts engagement thanks to the availability of a variety of modules within the program's software. Efendi (2024) also testified through his research that the integration of this digital educational program was effective in awakening the emancipatory side of the class through digital tests and conversations.

Apart from its function as an attention glue, nearpod is considered competent in designing an educational climate that upholds the values of inclusivity. The inclusive educational paradigm dictates that regardless of race or character, every student has the right to express their perceptions while being reduced by the pressure of friction or negative views from the social environment. The digital miracle is like nearpod, the right answer because it can create an elastic participation area that easily embraces every learner regardless of their unique learning typology. As a result, the use of facilities nearpod it does not merely play the role of a mechanical instruction transmission tool but has become a powerful pedagogical strategy that can be effectively implemented by every lecturer to build an educational ecosystem that adopts the principles of equality and dynamism.

The escalation of the involvement of interactive digital technology amidst academic routines contributes to a wealth of valuable opportunities that stimulate students to weave logical reasoning skills, prime campus language rhetoric, while cultivating courage when faced

with dissecting a shared problem. The explanatory output of this field investigation produces a collection of vital insights for the future architecture of education in the institutional realm. Therefore, educators are advised without hesitation to bring such instruments nearpod into the syllabus, making it the ultimate solution in creating a rhythm of teaching and learning that is endlessly fascinating, bringing dialectics to life, and ensuring that the flame of audience participation is maintained until the end of the material.

Conclusion

Based on the analysis of data in the field, this research produces a conclusion which confirms that the use of online and interactive learning platforms, namely nearpod noted a convincing positive change effect on the growth of students' self-confidence when they expressed their thoughts during class. Elements of the class population who experienced education through intervention nearpod recorded a sharp increase in self-confidence compared to their peers who only absorbed classical teaching schemes. This absolute correlation reflects the phenomenon that the integration of technology-based learning instruments is a powerful driving force for student engagement, along with a deepening of their courage when they want to expose hypotheses on the academic stage.

The cause of the surge in intrinsic motivation is closely linked to the diversity of advanced ammunition nearpod, especially the voice response menu (voice response) which is useful for facilitating a judgment-free cyberspace, where participants are free to express their logical reasoning while removing the shackles of moral intimidation that commonly plagues when faced with physical debate. In the final conclusion, the placement of the application nearpod has proven its noble capabilities as a medium that not only functions to foster familiar face-to-face interactions, but has also been crowned as a powerful, comprehensive teaching formula for projecting the awakening of self-determination in the hearts of students so that they do not shrink from taking a proactive role.

Acknowledgments

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