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Interactive Learning Media through Nearpod to Increase the Economic Literacy of Students at the High School Level

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ABSTRAK

Proses pembelajaran di sekolah masih terfokus pada guru, dan sebagian besar menggunakan media pembelajaran konvensional, sehingga siswa kurang terlibat dalam pembelajaran, dan minat belajar siswa juga menurun. Penelitian ini bertujuan untuk mengembangkan media pembelajaran interaktif melalui Nearpod untuk meningkatkan literasi ekonomi peserta di tingkat sekolah menengah atas. Metode penelitian yang digunakan adalah metode Research & Development (R&D), atau pengembangan suatu produk dengan desain penelitian komparatif dan persentase. Tahapan penelitian berdasarkan model ADDIE yang meliputi analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian adalah siswa SMA, sampel penelitian berjumlah 22 siswa dan dipilih dengan menggunakan teknik purposive sampling. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan pemberian angket serta tes. Hasil penelitian menunjukkan bahwa media pembelajaran interaktif yang dikembangkan melalui Nearpod yaitu "Slide of Cashless" sangat layak untuk dikembangkan, menarik dalam penggunaan media pembelajaran, dan efektif dalam meningkatkan literasi ekonomi siswa tingkat SMA. Penelitian ini mendukung dan memperkuat temuan penelitian-penelitian sebelumnya. Hasil penelitian ini juga membuktikan bahwa penggunaan Nearpod sebagai media pembelajaran interaktif dalam proses pembelajaran dapat meningkatkan literasi ekonomi siswa.

ABSTRAK

The learning process in schools is still focused on teachers, and most use conventional learning media, so students are less involved in learning, and students' interest in learning has also decreased. This research aims to develop interactive learning media through Nearpod to increase the economic literacy of participants at the high school level. The research method used is the Research & Development (R&D) method, or developing a product with a comparative and percentage research design. The research stages are based on the ADDIE model, which includes analysis, design, development, implementation, and evaluation. The research subjects were senior high school students, the research sample was 22 students and was selected using a purposive sampling technique. The data collection techniques used were observation, interviews, and administering questionnaires and tests. The results of this research show that the interactive learning media developed through Nearpod, namely "Slide of Cashless," is very feasible to develop, interesting in using learning media, and effective in increasing the economic literacy of students at the high school level. This research supports and strengthens the findings from previous studies. The results of this research also prove that using Nearpod as an interactive learning medium in the learning process can increase students' economic literacy.

1. INTRODUCTION

In this modern era, economic literacy plays a crucial role in forming an understanding of a world shaped by financial, social, and political dynamics because, with technological advances and globalization, the global economy has become more interconnected than before (Tekbaş, 2021; Alsharari & Abougamos, 2017; Batuman et al., 2022). Economic learning is considered important because it plays a central role in increasing the economic literacy of each individual to develop a society that is more knowledgeable

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regarding economics. An economics education not only helps individuals navigate the complexities of the modern economy but also equips them with the critical thinking skills essential for analyzing economic issues (Al-Zou'bi, 2021; Hemalatha et al., 2021; Howard et al., 2022)

For students, economic literacy is very important to meet the demands of current developments. Especially for high school-level students. Previous research conducted by (Akhan, 2015; Ninan & Kurian, 2021; Shik Shin, 2022), highlighted the importance of providing more systematic and professional economic knowledge for students to meet the demands of Revolution 4.0 and future civilization. Economic literacy also influences students' financial management. Previous research conducted shows results that support this statement, namely that students at the high school level who understand economic literacy tend to make choices or decisions based on adequate information regarding their personal finances. This shows that economic literacy can improve students' financial decision-making, which is key to their financial prosperity in the future (Shan et al., 2023; Stepnova & Starchikova, 2021; Lyn & Sahid, 2021). Apart from financial management, economic literacy also influences the consumption behavior of students at the high school level. Previous research supports this statement with research results that found that students who understand and comprehend economics are more able to make informed decisions regarding their consumption activities, which leads to overall economic success (Paarima et al., 2021; Schlax et al., 2022; Simnica, 2021).

Economic learning makes a person have behavior that reflects knowledge, attitudes, and tendencies in carrying out economic activities (Koch et al., 2015; West & Gemmell, 2021; Happ et al., 2016). By providing comprehensive knowledge of economic principles, theories, and concepts to the general public, economic education empowers people to form sound opinions, participate actively in economic activities, and contribute to the welfare of society. Individuals who have knowledge and understanding of economics will have good decision-making skills regarding economic issues (Dilek et al., 2018; Park et al., 2014; Refrigeri & Manolescu, 2022). More broadly, economic literacy can help individuals or communities have a better understanding of government economic policies, become more competitive in the job market, and contribute to the economic development of the country and the world.

However, based on existing realities, economics learning as a subject that can increase economic literacy is still considered weak or lacking. Low economic literacy is caused by several factors. First, namely the complexity of economic theory and its application (Errida & Lotfi, 2021). Other study also that the complexity of economic theory and the challenges involving understanding the interaction of various economic concepts and their application make it difficult for students to understand economic concepts, which leads to low economic literacy (Moreno-Delacruz et al., 2021). Second, namely, the lack of access to educational resources and infrastructure (Korkmaz et al., 2022). Previous research conducted by supports this: a lack of resources such as textbooks, computers, and qualified teachers can have a negative impact on students' economic literacy (Tian & Yao, 2020). Third, those used in economics learning may not consistently meet various learning styles or effectively engage students (Asarta et al., 2020). Research conducted by other research shows that using a combination of textbooks, videos, and interactive activities is more capable of increasing students' economic knowledge than using textbooks alone (Ja'ashan, 2020).

Optimizing learning media is very important because it plays an important role in transmitting information effectively and efficiently to students throughout their learning journey. Providing creative learning media is needed to support the quality of students' learning (Sahirin et al., 2023; Yves et al., 2023b; Sahirin et al., 2023). Therefore, integrating creative learning media into the curriculum is very important to meet the needs of current students and prepare them to face future challenges. By incorporating innovative and interactive tools into the learning process, educators can create more engaging, intimate, and effective learning environments that encourage critical thinking, teamwork, and student success.

However, in reality, the application of various learning media is still limited due to the complexity of making them and their associated costs. Creative and innovative learning media are created through the creativity of teachers, and teachers also need to continue to develop their knowledge and skills (Du & Chang, 2023; Nermeen Shehata et al., 2019; Shkabarina et al., 2020). Teachers need to follow technological developments and trends in the world of education and continue to learn and seek inspiration from different sources. In this way, teachers can continue to develop new ideas and produce creative learning media (Davies et al., 2014; Zhang, 2022). This not only benefits the teachers themselves but also prepares students for success in a technology-driven world. Teachers who are innovative and never stop looking for fresh ideas are not only effective teachers but also role models who inspire students and encourage them to continue learning and making changes throughout their lives.

To increase students' economic literacy, teachers need learning media that influence interest and creativity and can increase students' creativity so that learning outcomes increase. The economy is closely related to human life because individuals are involved in economic activities every day (Asra, 2023; Roumi, 2023; Graeber, 2023). From buying daily necessities to paying bills, from going to work to investing in

shares. This affects living standards, access to resources, and overall well-being. So that students can realize economic knowledge through creative and innovative learning in everyday life, a teacher is required to update knowledge transfer (Gosavi & Arora, 2022; Kwangmuang et al., 2021). This can involve the use of technology, project-based learning, experimental learning, and other interactive approaches to make the learning process more engaging and relevant.

Students' economic literacy can be improved through a pleasant learning atmosphere actively involving students, which can be realized through the use of creative, innovative, and appropriate learning media so that learning objectives can be achieved (Syahdan et al., 2021; Aboobaker et al., 2023; Wang & Tien, 2023). Increasing economic literacy through various learning media has been carried out by several previous researchers. One of them is research that uses mind-mapping media in the form of a pocket book and is used in an introductory economics course (Gavens et al., 2020; Hasan et al., 2020; Zheng et al., 2020). However, using pocket books as a learning media has several disadvantages, including the production process taking time, thick printing material that can make the book dull and make students reluctant to read, and poor binding and paper quality that can cause damage and tear to the printed material. Therefore, researchers chose Nearpod media to be developed for this research.

Nearpod is interactive presentation software that allows teachers to create and deliver engaging lessons to learners using a variety of multimedia resources, such as videos, images, and quizzes (Hakami, 2020; Vinolo-Gil et al., 2023; Mallinson, 2022). This software is designed to increase learner engagement and facilitate active learning. Nearpod is available on multiple platforms, including web browsers, iOS, Android, and Chromebooks. There are several advantages that Nearpod interactive learning media has, namely that students' motivation and learning experience increase, learning media can be easily accessed by students via smartphones, laptops, and computers, helping to reduce their dependence on using LCD projectors (Bobkina & Dominguez, 2014; Govindarajan, 2021; Messina et al., 2022). Using Nearpod is a way to incorporate teaching technology into the classroom, automatically recording learner activity so teachers can track their participation, and evaluations are generated automatically at the end of each session.

The theory in this research uses constructivism theory; students are required to be able to learn independently to build their knowledge by actively participating in the learning process (Hashmi et al., 2021; Jumaat et al., 2017; Thu & Thu, 2023). One important part that supports a successful teaching and learning process is learning media to increase student involvement through introduction to real-life situations and strengthen understanding and retention of information, because visualization can improve memory more than just hearing (Manjale & Abel, 2017; Hashmi et al., 2021; Chi et al., 2022). The use of interactive learning media has been proven to be able to produce positive results in the learning process with the use of text, audio, video, graphics, and animation. Thus, by using interactive learning media in the learning process, students become more understanding and motivated to be active and effective (Gan et al., 2015; Hua, 2021; Hosen et al., 2021).

Based on observations made, it was found that the level of enthusiasm among students at SMA Nurkarya Tidung towards participation in learning activities related to economics, especially in class X, was relatively low. The lack of engagement and enthusiasm among students during the learning process can be attributed to the repetitive nature of the learning media used. This monotonous approach fails to attract students' attention, resulting in reduced interest in learning and a tendency to feel bored. Students at Nurkarya Tidung High School show decreased interest and focus during economics lessons because the learning medium used is repetitive. As a result, their involvement and understanding of the subject matter are less than satisfactory. The level of economic literacy skills possessed by students at Nurkarya Tidung High School, Makassar, is at a low level due to the students' lack of understanding of the economic material being taught.

This research was conducted to develop the creative learning media Nearpod and measure the effectiveness of this medium in increasing students' economic literacy. So that the atmosphere and learning conditions in the classroom are more interesting and enjoyable. The novelty of this study introducing innovative learning media to students will increase their enthusiasm and encourage active participation in learning activities. The use of educational media makes it easier for students to understand and remember the material.

2. METHOD

In this research, research and development (R&D) methods are used, namely a research approach used to produce new product designs, measure the effectiveness of current products, and define and improve new products (Roper et al., 2016). In this research, the development procedure introduced by Robert Maribe Branch (Artman, 2020), was used, namely the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model (Artman, 2020). The learning medium developed is the Slide of Cashless learning medium created via Nearpod to be applied to non-cash payment material, which aims to increase

students' economic literacy. The research subjects were students at Nurkarya Tidung High School, Makassar. In this study, the research sample consisted of 22 participants who were determined using a purposive sampling technique. The purposive sampling process involves selecting a sample population that meets certain criteria and has desired characteristics. Evaluation of the learning media developed is carried out through validation by material experts and media experts, as well as through field testing through large-scale trials and small-scale trials. Validation in this study as a whole was assessed using a Likert scale with five alternative assessments, starting from a score of 1 in the "very inappropriate" category to a score of 5 in the "very feasible" category, which was distributed using a questionnaire sheet containing statement items that had been prepared. by previous researchers, with the first section focusing on the research title, instructions, and respondent details. The second part includes statements related to the validation of material experts and media experts, as well as the validation of user responses. Effectiveness in increasing students' economic literacy is measured through pretest and posttest assessments on non-cash payment instruments.

Table 1. Economic Literacy Indicators

Material		Indicator	Scale
Non-Cash Instruments	Payment	• Explain the meaning of non-cash payment instruments. • Explain the types of non-cash payment instruments.	Likert

Table 2. Material Expert Validation Indicators

No	Aspects	Indicator	Scale
1.	Appropriateness of Content	• Suitability of material with basic competencies • Accuracy of material • Up-to-date material • Encourage curiosity	Likert
2.	Feasibility of Presentation	• Presentation technique	
3.	Contextual Feasibility	• Contextual nature • Contextual component	

Table 3. Media Expert Validation Indicators

Aspects	Indicator	Scale
Design Feasibility	• Size of learning • Layout in learning media • Use of color • Use of letters	Likert

Research data analysis was carried out using comparison and percentage techniques. The suitability of the learning media being developed can be evaluated through a validation process that involves experts, namely material experts and media experts. The level of attractiveness of the learning medium developed was assessed based on the results of field tests. The effectiveness of the learning media in developing and increasing students' economic literacy regarding non-cash payment instruments was assessed using pretest and posttest results.

3. RESULT AND DISCUSSION

Results

Based on observations and interviews, it was determined that Nurkarya Tidung High School implemented the Independent Curriculum. The Independent Curriculum provides guidelines for students, teachers, and schools in developing learning activities that are appropriate to the school environment. The aim of the Merdeka Curriculum is to encourage active and creative learning. The implementation of active and creative learning has not yet been fully realized because the learning process is monotonous and the variety of learning media used is also limited. As a result, students tend to quickly lose interest, become bored, and become less enthusiastic about participating in learning activities. To overcome the boredom that often arises in conventional learning, Nearpod is a learning medium designed to provide interactive learning media. Neaarpod's goal is to increase student motivation for learning by providing interactive and

interesting learning materials. Therefore, Nearpod also creates an inclusive and collaborative learning environment, in addition to offering an interesting way of learning.

In this research, the learning topic was non-cash payment instruments. The selection of topics or learning materials is adjusted to the learning syllabus at Nurkarya Tidung High School. Understanding cash payment tools is very important for students in this day and age where everything is increasingly connected digitally. In addition, understanding the role and mechanisms of modern financial transactions in today's global economy is also very important. Understanding the concept and use of payment tools such as credit cards, electronic transfers, and e-wallets helps students develop personal financial management skills, understand the risks and benefits, and prepare them to actively participate in the increasingly digital economy. Thus, this learning is expected to increase students' economic literacy, giving them a strong foundation for managing their own finances and making smart decisions in the future.

Learning media is designed with a format consisting of thirteen slides. The first slide is the media cover in the form of the title of the material with the words "Non-Cash Payment Tools." The second slide contains trigger questions for students. The third slide is the open-ended question menu for students to answer the trigger questions on the previous slide. The fourth slide to the twelfth slide is an explanation of the learning material, which is arranged concisely, clearly, accurately, and in detail. The last slide is the Quiz menu, which contains questions to evaluate students' understanding of non-cash payment instrument material. Other media format designs include size, type, and color of letters, animation, an attractive background, and an and an appropriate layout. The main focus in developing the Slide of Cashless Learning Media created through Nearpod is to align the flow of material with the instruments used while still considering knowledge indicators related to the core material of non-cash payment tools and students' ability to implement their use.

This can be observed from the explanation of the meaning of non-cash payment instruments, the types of non-cash payment instruments, as well as the advantages and disadvantages of their use. Apart from that, this media also provides real examples of how non-cash payment tools can make transactions easier for individuals. This material provides theoretical and practical understanding to students regarding the use of non-cash payment instruments. The incorporation of interactive learning media has a significant positive impact on improving the learning experience. With various interactive media such as instructional videos, simulations, and educational games, students not only learn from text or still images, but in the learning process they can also be actively involved. Students can choose a learning method that suits their learning style, resulting in a more enjoyable learning experience. An overview of the learning media developed is show in Figure 1.

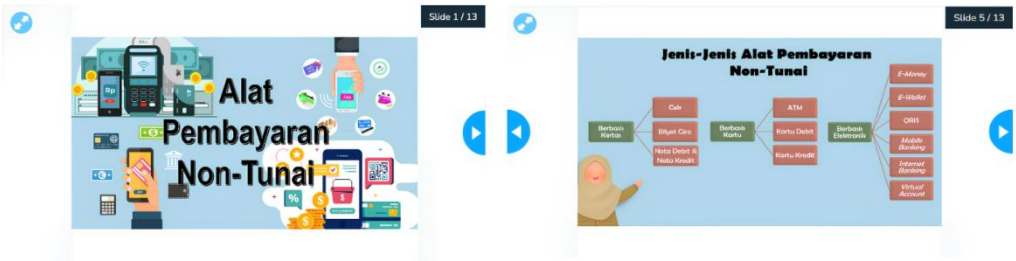

Figure 1. Slide of Cashless Learning Media

Learning materials can be accessed anytime and anywhere by students via a smartphone or laptop connected to the internet network. The steps for utilizing interactive media developed through Nearpod for students are: 1) Download and install the Nearpod application on the Play Store or App Store; 2) At the start of the application, enter the code given by the teacher; 3) Fill in the "Full name" column with the full name and the "Optional name" column with the calling name; 4) Finally, click "Join lesson" to join and take part in the lesson. The result of the validity of the experts is show in Table 4.

Table 4. The Result of the Validity of the Experts

No.	Validity of the Expert	Validity Result	Category
1.	Material Expert Test	100%	Very feasible
2.	Learning Expert Test	91%	Very feasible

There are two steps in the process of validating this material. The assessment in the first stage of validation is that the material that will be included in the learning media can be said to be good overall.

However, there are several shortcomings that still require improvement. First, what still needs to be improved is that the content of the material is too short, so additions need to be made so that the delivery of the material will not be too short. Next, it is recommended to add images that can illustrate the content of the material more realistically. After validating the initial material, improvements will be made based on input and recommendations from the validator. The second step is then carried out after the first step has been successfully completed. The validation of learning media carried out by media experts was carried out in two stages. It is recommended to include several additional slides in the learning media created during the first validation phase. After that, improvements were made to the learning materials after receiving feedback and suggestions from media expert validators. After improvement, a second stage of validation will be carried out. This is important to ensure the learning medium is ready for field testing. Based on the table above, it can be seen that the validation of the material received a percentage score of 100% and the category "very feasible," which means that the material "Non-Cash Payment Tools" has received good validation from the material validator and is very suitable for use in developing learning media. Non-cash payment instrument material that has been validated is considered to be in accordance with basic competency (KD) and material accuracy. Apart from that, aspects of appropriateness of presentation and contextual appropriateness have also been assessed as appropriate. Media validation obtained a percentage value of 91%, which can be categorized as "very feasible." From these results, it can be concluded that the learning medium developed is suitable for testing in the field.

The implementation phase was carried out with field trials, namely small group trials and large group trials. A small number of class X students at SMA Nurkarya Tidung were involved in a small-scale trial as respondents, with the aim of evaluating user responses to the learning media that had been developed. This trial was carried out after the learning media product underwent revision and validation. In a large-scale trial, 22 students from class X at SMA Nurkarya Tidung participated as respondents. The results show that the average score is 42, which is then analyzed using the percentage score formula with a maximum score of 50. The result of trials on student is show in Table 5.

Table 5. The result of trials on student

No.	Field Trials	Result	Category
1.	Small Group Trials	86.8%	Very Interesting
2.	Large Group Trials	84%	Very Interesting

Base on Table 5, in a field trial involving 5 participants as respondents, an average score of 43.4 was obtained, and the overall average percentage was 86.8%. Based on student assessments and input, it can be concluded learning medium developed is very interesting and in accordance with the learning objectives. based on the results of a large-scale trial involving 22 participants as respondents, where the average overall success rate obtained was 84%. It can be concluded that the learning medium developed is very interesting.

The use of a one-group pretest-posttest research design was used to measure the extent of the effectiveness of learning media products in increasing students' economic literacy. By comparing pretest and posttest scores, researchers can analyze the effectiveness of the interactive learning media being researched. Student pre-test and post-test result is show in Table 6.

Table 6. Student Pre-Test and Post-Test Result

No.	Effectiveness Test	Result	Category
1	Pre-test	42.7%	Low
2	Post-test	80.9%	High

Base on Table 6, from the student pretest and posttest data listed in the table above, it can be concluded that the average student pretest score is 42.7. Meanwhile, the average posttest score of students was 80.9. Based on these results, it can be seen that interactive learning media via Nearpod obtained a relative effectiveness value of 79.9% and received the "effective" category. This shows that the use of interactive learning media with Nearpod effectively increases students' economic literacy, as shown by the results of the one-group pretest-posttest study. Responses from users, who are students, provide several suggestions and feedback regarding the development of learning media, especially regarding the quiz section. One of the suggestions given was to improve question resolution times. The time given to answer questions by students is considered too short and insufficient. By extending the completion time, it is hoped that students will have more freedom to understand and answer each question effectively. This is also expected to reduce stress or anxiety levels that may arise due to strict time limits. Therefore, increasing

completion time can be an effort to increase the effectiveness of learning through quizzes so that in the learning process, students' focus and productivity can increase.

Discussion

In learning activities, the learning media generally provided are printed books from schools. The use of printed books for learning causes students' boredom and decreased learning motivation, ultimately resulting in poor understanding of the material being taught (Lodge et al., 2018; Maekle et al., 2021; Konrad, 2023). This is relevant to the results of who found that learning resources and the delivery of material that always use books make it difficult for students to understand the material and become fast learners (Tuerah, 2021). As a result, Nearpod is used by researchers to create interactive learning materials to prevent students from becoming bored easily and to encourage their active participation and motivation in learning activities by combining interesting and interactive learning media (Abdullah et al., 2020; Swanson et al., 2020; Schreuder & Savitz, 2020). Previous research conducted stated that increasing students' learning motivation, preventing boredom, and maintaining students' involvement in the learning process are the benefits of using interesting learning media (Knapp, 2018). Compared to just receiving information passively, learning through interactive media allows students to actively participate in learning. Because of a practical approach, students become more involved and motivated to learn the material. Through the use of videos, games, simulations, and graphics, interactive educational media also helps eliminate monotony and boredom in the classroom (Özpolat, 2020; Nema et al., 2023; Subramainan & Mahmoud, 2020).

The learning media developed for economics subjects, more precisely for non-cash payment instruments, is interactive learning media via Nearpod. Nearpod is a learning media platform in the form of an application that can be accessed via smartphone and laptop and requires an internet network so that it can be accessed anywhere as long as the internet network is available (M. A. Sanmugam et al., 2019; Liu, 2023; Pupah & Sholihah, 2022) so that it can increase learning activities. By leveraging technology and innovation, Nearpod empowers teachers to create more engaging and immersive learning environments that drive student engagement and academic achievement (Abu Musa & Al Momani, 2022; Henrie et al., 2015). Research conducted shows that Nearpod learning media is effective in increasing students' interest and has a positive impact on their learning experience (Carrillo-Yalán et al., 2023). Nearpod allows teachers to design engaging, customized lessons that meet the needs of each learner.

The development of this learning medium was carried out using the ADDIE model developed by Robert Maribe Branch and consists of five stages, namely: 1) analysis; 2) design; 3) development; 4) implementation; and 5) evaluation. The ADDIE model was chosen because it is clearer and more structured (Pakaya & Machmud, 2021; Trust & Pektas, 2018). Many previous studies have involved developing learning media using the ADDIE model, including one conducted which shows research results that the ADDIE model can promote knowledge construction and innovation in improving online teaching performance (Outhwaite et al., 2020; Tu, 2021). By following the steps of analysis, design, development, implementation, and evaluation, teachers can systematically plan, create, and evaluate teaching strategies, leading to continuous improvement and innovation in digital learning environments. This structured approach allows the identification of areas that need improvement, the implementation of new teaching methods and technologies, and the evaluation of their impact on student learning outcomes (Memon et al., 2022; Naik et al., 2020). Ultimately, the ADDIE model can help teachers who want to improve teaching performance and create interesting and effective learning experiences for their students (Almelhi, 2021; Hess & Gree, 2016; Patel et al., 2018).

Nearpod Media theoretically provides an innovative method for increasing students' economic literacy. Through interactive technology, teachers can present economic concepts in an interesting and easy-to-understand way (Caroy, 2023; Egido & Pedauga, 2017; Narmeen Shehata et al., 2020). For example, teachers can use pictures, graphs, and videos to clarify abstract economic ideas, making them easier for students to understand. In addition, features such as direct questions and quizzes can increase their retention and understanding of lesson material because students are actively involved in learning. Thus, theoretically, Nearpod Media has the capacity to inspire students to study economics more effectively and in depth, thereby strengthening their economic literacy in the long term (Abu Musa, 2022; Naumoska et al., 2022; Subburayan et al., 2023). Through the use of Nearpod media, students can learn complex economic concepts in an interesting and visually stimulating way. For example, students can watch a film that explains the principles of savings and loans, see real examples of economic theory being discussed, or participate in virtual simulations that make it possible to create economic theories and measure them. consequence.

The research results show that the use of interactive learning media via Nearpod is able to increase students' motivation and interest in learning. With various interactive features in Nearpod Media, students become more interested in participating in learning activities. This is in line with research conducted by (Ghofur & Youhanita, 2020; Messina et al., 2022; Nermeen Shehata et al., 2019) which shows that there is

an increase in students' economic literacy through the use of interactive learning media. Apart from that, the use of interactive learning media via Nearpod has also been proven to be able to reduce students' boredom in the learning process. The learning process using interactive learning media makes students more actively involved in learning activities so that students do not act passively and boredom in learning activities can be minimized. Research that is in line with this is that conducted which shows that the use of interactive learning media in learning Indonesian language skills can reduce students' boredom in learning activities (Praheto et al., 2019; Saraka, 2020).

The research results also show that the use of interactive learning media via Nearpod is able to increase students' economic literacy. This is because the use of interactive learning media via Nearpod can increase students' enthusiasm for learning. The learning process using Nearpod media in class X at SMA Nurkarya Tidung Makassar makes it easier for students to understand the material provided. Using the interactive features on Nearpod makes students more enthusiastic about learning. Research that is relevant to this statement is research which obtained research results that students felt more interested and motivated to learn when using Nearpod media (Feri & Zulherman, 2021).

Other study conducted a study which found that the use of the Nearpod learning platform was more effective in increasing motivation and a better learning experience for students than conventional teaching methods (Sconti, 2022). Nearpod learning media uses interactive features such as simulations and collaborative activities to provide direct learning experiences to students. This approach makes complex economic concepts more accessible and relatable, helping students develop a deeper understanding of economic principles and increasing their economic literacy in a more meaningful way. In addition, research conducted revealed that the desire to learn is one of the factors that contributes to increasing economic literacy among students (Reichert-Schlax et al., 2022). This shows that the many interactive features that Nearpod learning media has are able to increase students' learning motivation, which then influences the increase in students' economic literacy. The more motivated students are through interactive features, students tend to be better at retaining and applying economic concepts, which results in increased economic literacy (Hing & Jie, 2021; Hwang et al., 2017).

Practically, the use of Nearpod media is able to encourage students to be able to analyze and evaluate learning material in a more structured and interactive way to help students develop critical thinking skills (Al-Zou'bi, 2021; Caroy, 2023). By incorporating real-world examples and case studies into lessons, students can see how economic theories and concepts are applied in everyday situations, thereby making the learning experience more relevant and practical. Nearpod's collaborative features not only help learners learn independently but also strengthen collaboration and communication skills that are critical in the modern economy. Through this platform, learners can work together on projects and presentations, share ideas, and create solutions together. This not only increases their understanding of the subject matter but also teaches them how to work in a team, respect other people's opinions, and achieve goals together (Boykov & Djordjevic, 2021; Sekwena, 2023). These skills are in high demand today, where collaboration and effective communication are critical to success. By using Nearpod, teachers can guide students in developing these skills early on, giving them a valuable competitive advantage in the future.

Previous research shows that the case study method carried out through Nearpod media is able to improve students' ability to study economics critically (Měkota & Marada, 2020; Panteleeva et al., 2021). This further shows that Nearpod Media is a suitable platform for increasing students' understanding of economic concepts. Additionally, the interactive features of the Nearpod platform encourage active participation and collaboration between learners, resulting in a more engaging and effective learning experience. Through collaborative analysis of case studies, students can engage in discussion and stated that the case study method, which can be carried out through Nearpod media, is able to increase students' understanding of economic principles and their effective implementation in everyday life (Bonney, 2015; Panteleeva et al., 2021; Volpe, 2015). By using the case study method on Nearpod, students can interact with real-world scenarios and apply economic principles practically. This direct approach makes it easier for students to see the relevance of economic concepts in their daily lives, making the material easier to understand.

Overall, the use of Nearpod media has been proven to change traditional teaching methods into a more dynamic and interactive approach. By providing a learning environment that allows students to be actively engaged, Nearpod meets a variety of learning needs and styles. Through the integration of multimedia elements, interactive activities, and real-world examples, the platform not only improves students' understanding of the subject matter but also expands their economic literacy. In an increasingly connected and complex world, economic literacy skills are critical for success in the global economy. Therefore, Nearpod helps students prepare themselves to face the challenges and opportunities in an increasingly global and economically integrated world.

4. CONCLUSION

Learning media development is carried out through Nearpod using the ADDIE model, namely analysis, design, development, implementation, and evaluation. The feasibility of the learning media developed based on the material expert validation test results received the "very feasible" category, and the media expert validation test results received the "very feasible" category. Apart from that, from the results of field tests, both small group trials and large group trials, it was found that student user responses were in the "very interesting" category. Thus, the interactive learning media Slide of Cashless is "very feasible" and "very interesting" to be developed and used as a learning medium in the classroom. The effectiveness of the learning media developed in increasing students' economic literacy is carried out at the implementation stage by giving students a test consisting of a pretest and posttest. The results of the effectiveness test of this learning medium were in the "effective" category. This means that interactive learning media through Nearpod is effective in increasing the economic literacy of high school students. The obstacle experienced by researchers in conducting this research was the limited number of classes, so that research could not be carried out using control classes and experimental classes and only using one class. So that future researchers can develop this research by using a control class and an experimental class.

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