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ClassPoint Training for Supporting Interactive and Inclusive Learning Among Teachers at SMA PGRI Pekanbaru

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Abstract

This community service activity aimed to improve teachers' readiness in implementing interactive and inclusive learning through ClassPoint training at SMA PGRI Pekanbaru. The activity was conducted on April 29, 2026, involving 15 high school teachers from various subject backgrounds. The program was carried out through several stages, including preparation, introduction to interactive learning concepts, hands-on ClassPoint training, guided practice, and evaluation of participants' responses toward the activity. During the training, teachers were introduced to various interactive features such as quizzes, word clouds, and real-time response systems integrated with PowerPoint. The activity results showed that teachers demonstrated positive responses toward the training and increased confidence in using interactive technology in classroom instruction. Teachers also reported that ClassPoint could help create more engaging, student-centered, and inclusive learning environments. Overall, the training activity contributed positively to teachers' technological readiness and pedagogical awareness in implementing interactive learning practices. Continuous training and institutional support are recommended to ensure the sustainable integration of interactive technology in classroom teaching.
***Keywords -** classpoint, interactive learning, inclusive education, teacher training, community service*

Abstrak

Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan kesiapan guru dalam menerapkan pembelajaran interaktif dan inklusif melalui pelatihan ClassPoint di SMA PGRI Pekanbaru. Kegiatan dilaksanakan pada tanggal 29 April 2026 dengan melibatkan 15 guru sekolah menengah atas dari berbagai latar belakang mata pelajaran. Program ini dilaksanakan melalui beberapa tahapan, yaitu persiapan, pengenalan konsep pembelajaran interaktif, pelatihan penggunaan ClassPoint, praktik terbimbing, serta evaluasi terhadap respons peserta selama kegiatan berlangsung. Dalam pelatihan tersebut, para guru diperkenalkan pada berbagai fitur interaktif seperti kuis, word cloud, dan sistem respons waktu nyata yang terintegrasi dengan PowerPoint. Hasil kegiatan menunjukkan bahwa para guru memberikan respons positif terhadap pelatihan dan mengalami peningkatan kepercayaan diri dalam menggunakan teknologi interaktif pada proses pembelajaran di kelas. Guru juga menyampaikan bahwa ClassPoint dapat membantu menciptakan lingkungan belajar yang lebih menarik, berpusat pada siswa, dan inklusif. Secara keseluruhan, kegiatan pelatihan ini memberikan kontribusi positif terhadap kesiapan teknologi dan kesadaran pedagogis guru dalam menerapkan praktik pembelajaran interaktif. Pelatihan berkelanjutan dan dukungan institusi direkomendasikan guna memastikan integrasi teknologi interaktif yang berkelanjutan dalam proses pembelajaran di kelas.
***Kata Kunci —** classpoint, pembelajaran interaktif, pendidikan inklusif, pelatihan guru, pengabdian kepada masyarakat*

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INTRODUCTION

The integration of digital technology in education has become increasingly essential in contemporary language learning, as the past two decades have seen digital tools become integral to teaching and learning practices (Aspandi & Muttaqin, 2025). In English as a Foreign Language (EFL) classrooms, technology is not only positioned as a supporting tool, but also as a catalyst for learner-centered instruction in which teachers design, facilitate, and personalize learning experiences rather than merely transmit information (Aspandi & Muttaqin, 2025; Delbio, 2025). When deliberately integrated, digital tools can enhance student engagement and provide immediate feedback, enabling more active participation and helping learners notice and correct errors in a timely manner (Delbio, 2025; Hy et al., 2025). Moreover, the contemporary digital landscape supports learner-centered and flexible approaches that make language learning more accessible and interesting, including through interactive platforms that enable meaningful language use (M & V, 2026; Mahmud et al., 2025).

Despite these advancements, many classrooms still rely on traditional, teacher-centered approaches that limit interaction and position learners as passive recipients of instruction (Suwartono & Aniuranti, 2019). Earlier and more traditional approaches have been described as offering limited opportunities for interactive, communicative practice, which restricts learners' chances to engage in meaningful language use during lessons (M & V, 2026). In large-class questioning routines, participation opportunities can be constrained, motivating the search for approaches that allow all students to share ideas rather than only a small subset of learners responding publicly (Chen & Yang, 2022). Such limitations can hinder the development of communicative competence, which is defined as the ability to express intended meanings effectively and achieve successful real-life communication, and which requires sufficient exposure to input and opportunities for output to develop (Larsari, 2011; Muhammad, 2019).

One of the major challenges faced by teachers in EFL classrooms is ensuring inclusive participation among students with diverse abilities and confidence levels, particularly because participation and engagement are shaped by affective and interpersonal factors in classroom interaction (Mahmud et al., 2025; Sarwar & Nisa, 2024). Some students are reluctant to speak due to anxiety, fear of mistakes, and fear of negative evaluation, especially when oral performance occurs under peer observation and errors can be publicly exposed through direct correction (Hussain et al., 2025). Empirical accounts of EFL anxiety also identify fear-related triggers such as speaking in front of the class and being laughed at by others, reinforcing why classroom talk can feel high-stakes for some learners (Muhammad, 2019). These realities underscore the need for instructional strategies that support both interaction and inclusivity, including approaches that build a supportive environment that can foster confidence and participation (Metwally, 2025).

The use of interactive technology has been widely recognized as a potential solution to these challenges because it can increase engagement and sustain learners' focus through interactive and motivating learning environments (Chen & Yang, 2022; Akyıldız & Şahin, 2024). Digital tools can facilitate real-time responses and immediate feedback, which can strengthen students' sense of progress and support learning during activities rather than after the lesson has ended (Delbio, 2025; Chen & Yang, 2022). Critically for inclusion, interactive response systems and related tools can provide anonymity and private feedback, features that are linked to increased willingness to participate and reduced shyness or anxiety in classroom activities (Chen & Yang, 2022; ClassPoint Study, 2022). Consistent with affective perspectives on language learning, technology-supported learning spaces can lower stress by offering less intimidating and more personalized practice opportunities, which supports confidence and active participation when designed and guided appropriately (Metwally, 2025).

One such tool is ClassPoint, an interactive teaching application integrated with PowerPoint that enables teachers to embed interactive activities into familiar slide-based instruction without switching applications during teaching (ClassPoint, 2024; Xu, 2025). Research-based and practice-oriented descriptions of ClassPoint highlight interactive functions such as Quick Polls, Word Cloud activities, and AI-supported quiz generation, with reported benefits including a more dynamic learning environment, increased participation and interaction, and reduced student anxiety (Xu, 2025). ClassPoint's Word Cloud feature, for example, is designed to collect words or ideas during a presentation and display them visually as a word cloud, supporting real-time classroom interaction around learners' contributions (ClassPoint, 2024a, 2024b). More broadly, ClassPoint is positioned as an easy-to-use, in-PowerPoint

engagement tool that boosts engagement through polls and quizzes, supports anonymous submission, and provides real-time feedback mechanisms for learners (ClassPoint, 2024c).

In the Indonesian context, particularly in secondary education, the implementation of interactive technology in classrooms can remain limited due to constraints in access, infrastructure, and teachers' readiness to use technology for instruction (Aspandi & Muttaqin, 2025; Selpia & Purnawarman, 2021). Barriers in EFL contexts include insufficient teacher training in digital literacy and a lack of pedagogical frameworks that support sound implementation, which contributes to a gap between the potential of digital tools and their practical, pedagogically appropriate use (Hy et al., 2025). Indonesian evidence similarly indicates that limited knowledge and skills can lead teachers to avoid technology use in teaching, even when they perceive technology as beneficial, reflecting an implementation gap that training must address (Suwartono & Aniuranti, 2019; Selpia & Purnawarman, 2021). Addressing this gap requires structured professional development and practical experience, because successful technology integration is described as systematic and dependent on training that equips teachers with operational skills and confidence to integrate tools into instruction (Kumar et al., 2022; Batubara, 2021).

Therefore, this study aims to examine the outcomes of a community service-based training program on the use of ClassPoint for interactive and inclusive learning, building on community service models in which training is used to improve teachers' technological competence and increase readiness to implement technology-based interactive media (Purwokerto DKUA, 2023; Apoko et al., 2025). Evidence from community service and online professional development initiatives shows that training can strengthen teachers' competence and confidence while supporting changes in classroom practices and technology integration, although outcomes also depend on adequate support structures (Yansyah, 2021; Mawaddah & Chaiyaporn, 2024). Accordingly, this study explores teachers' initial teaching practices and challenges, such as limited ability to use technology-based learning media and the resulting reliance on lecturing, as well as changes in perceptions and readiness after participating in training (Bachtiar et al., 2023). The findings are expected to inform the design of effective professional development and institutional support for technology integration, aligning with arguments that ongoing training and mentoring are crucial for teachers to fulfill their evolving roles in technology-enhanced education (Aspandi & Muttaqin, 2025).

METHOD

Implementation Method

This community service activity was conducted at SMA PGRI Pekanbaru on April 29, 2026. The activity involved 15 teachers from different subject areas. The program aimed to introduce and train teachers in the use of ClassPoint as an interactive learning tool to support more inclusive and student-centered classroom instruction.

1. Preparation Stage

   At the preparation stage, the service team coordinated with the school to identify teachers' needs related to interactive learning and technology integration. The team also prepared training materials, presentation slides, practice activities, and supporting equipment for the training session.

2. Training Implementation Stage

   The training activity was carried out through presentations, demonstrations, guided practice, and interactive discussions. Teachers were introduced to the basic features of ClassPoint, including quizzes, word clouds, and real-time response systems integrated into PowerPoint presentations.

   During the practical session, participants directly practiced creating interactive classroom activities using ClassPoint under the guidance of the service team. Teachers were also encouraged to discuss classroom challenges and explore strategies for increasing student engagement and participation.

3. Evaluation Stage

   At the end of the activity, participants were asked to provide feedback regarding the training implementation, the usefulness of the material, and their readiness to apply ClassPoint in classroom teaching. Evaluation was conducted through observation, discussion, and participant response questionnaires to identify the effectiveness of the activity and participants' perceptions toward the training.

Results and Discussion

1. Teachers' Teaching Practices before the Training

Figure 1. Presentation Session on ClassPoint Features

The data were obtained from 15 teachers who participated in the training program. The results of the pre-training survey indicate that most teachers relied on traditional, teacher-centered instructional approaches. A majority of participants reported using conventional strategies such as direct questioning and written exercises as their primary methods of instruction.

Although 11 out of 15 teachers (73%) indicated that they had used technology in teaching, the use was generally limited to basic tools such as PowerPoint and did not involve interactive features. Only 5 out of 15 teachers (33%) demonstrated familiarity with interactive digital tools. This finding suggests that while technology was not entirely absent from classroom practices, its pedagogical use remained limited and did not significantly support student interaction.

In terms of classroom participation, the data reveal that most students were not actively engaged. Approximately 12 out of 15 teachers (80%) reported that only a small number of students participated during lessons, while the majority remained passive. Teachers frequently mentioned that students were *"kurang percaya diri"* and reluctant to speak in class. These responses indicate that affective factors, particularly low confidence and anxiety, played a significant role in limiting student participation.

Overall, these findings indicate that prior to the training, instructional practices were predominantly teacher-centered, with minimal integration of interactive technology and limited opportunities for active student engagement.

2. Challenges in Classroom Interaction and Inclusivity

Figure 2. Hands-on Practice Using ClassPoint

The pre-training findings highlight several key challenges in classroom interaction. The most commonly reported issues include students' lack of confidence, fear of making mistakes, limited instructional time, and difficulties in engaging all students equally.

A total of 12 out of 15 teachers (80%) indicated that students were reluctant to participate due to anxiety, particularly when required to respond in front of their peers. This suggests that

traditional classroom environments may unintentionally create pressure that discourages participation, especially among less confident learners.

In addition, teachers reported that strategies such as randomly calling students or providing individual attention were not always effective in ensuring inclusive participation. This finding indicates that conventional instructional strategies may not adequately address the diverse needs of students, particularly in classrooms with varying levels of confidence and ability.

These results emphasize the need for alternative approaches that can reduce students' anxiety and create more inclusive opportunities for participation.

3. Changes in Teachers' Perceptions after the Training

The post-training survey results demonstrate a clear positive shift in teachers' perceptions toward the use of interactive technology. The comparison between pre- and post-training responses is presented in Table 1.

Table 1. Comparison of Teachers' Perceptions Before and After Training (n = 15)

Indicator	Pre-training (%)	Post-training (%)
Use of interactive technology	33	93
Confidence in using technology	47	93
Ability to engage students	40	87
Inclusive participation	33	87

As shown in Table 1, all indicators experienced a substantial increase after the training. The most significant improvement can be seen in the use of interactive technology, which increased from 33% to 93%. This indicates a major shift in teachers' instructional orientation, from limited use of technology toward a more purposeful and interactive integration.

Similarly, teachers' confidence in using technology increased from 47% to 93%, suggesting that the training effectively enhanced both technical competence and self-efficacy. The ability to engage students also improved from 40% to 87%, while inclusive participation increased from 33% to 87%. These improvements indicate that teachers not only understood the potential of interactive tools but also felt more prepared to apply them in their teaching practices.

Furthermore, 14 out of 15 teachers (93%) agreed that digital tools can improve student engagement and support interactive learning. This strong agreement reflects a shift in perception, where technology is no longer seen as optional but as an essential component of effective teaching. Overall, these findings suggest that the training program successfully influenced teachers' beliefs, attitudes, and readiness toward integrating interactive technology in the classroom.

4. Improvement in Teaching Readiness and Confidence

Figure 3. Group Photo with Participants

Another important finding is the improvement in teachers' readiness to implement interactive learning strategies. After participating in the training, 14 out of 15 teachers (93%) reported increased confidence in using ClassPoint and designing interactive learning activities.

Additionally, 13 out of 15 teachers (87%) stated that they felt more capable of engaging students and managing classroom interaction effectively. This suggests that the training not only improved teachers' technical skills but also strengthened their pedagogical competence.

Teachers also reported that the use of interactive features such as quizzes, word clouds, and real-time responses enabled them to involve more students simultaneously. This indicates that interactive technology can help overcome the limitations of traditional participation patterns, where only a few students are actively involved.

Some participants noted that the learning process became *"lebih interaktif dan menarik"*, while others mentioned that students became more active during the lesson. These responses suggest that the use of ClassPoint contributed to a more engaging and dynamic learning environment.

In addition to changes in perception, the training also influenced teachers' readiness and confidence, indicating a shift from passive acceptance of technology toward active implementation.

5. Impact on Student Engagement and Participation

The findings further indicate that the integration of ClassPoint has strong potential to enhance student engagement. A total of 13 out of 15 teachers (87%) believed that students would become more active and participative when interactive tools are used.

One of the key advantages identified by teachers is the ability to provide anonymous responses. This feature reduces students' fear of making mistakes and encourages participation, particularly among shy or less confident learners. This suggests that interactive technology can play a crucial role in lowering affective barriers in the classroom.

From a pedagogical perspective, this finding indicates that technology-supported learning environments can create safer and more inclusive spaces for student participation. As a result, students are more likely to engage actively in learning activities.

6. Discussion

The findings of this study indicate a clear shift from traditional, teacher-centered instruction toward more interactive and inclusive learning practices following the implementation of ClassPoint training. This shift suggests that the integration of interactive technology not only enhances teachers' technical competence but also influences their pedagogical orientation, particularly in promoting student participation and engagement.

These findings are consistent with previous studies highlighting the effectiveness of ClassPoint and similar interactive response systems in fostering active learning environments. For instance, Xu (2025) reported that ClassPoint supports differentiated instruction by accommodating diverse learner needs, while Querido (2023) found that its implementation resulted in higher student mastery levels and increased engagement. In line with these studies, the present findings confirm that interactive tools can transform passive classroom dynamics into more participatory and student-centered experiences.

However, the findings also raise a broader and more critical question regarding the role of technology in education. Despite the increasing use of digital tools, artificial intelligence, and student-centered pedagogical approaches, many educational contexts still struggle to achieve meaningful learning outcomes. This raises an important reflection: whether the integration of technology is truly necessary as a solution, or whether the core issue lies in how it is implemented in practice.

In this study, although teachers reported positive changes in perception, confidence, and readiness, it remains uncertain whether these improvements will directly translate into sustained instructional change. This reflects a common paradox in educational practice, where the adoption of advanced tools does not automatically lead to improved learning processes. As reflected in field discussions, even when teachers have already adopted technology, AI, and innovative pedagogical approaches, the actual classroom outcomes may still fall short of expectations. This suggests that the issue is not merely the presence of technology, but the depth of its pedagogical integration.

An interesting and somewhat unexpected finding in this study is the central role of affective factors, particularly students' lack of confidence and fear of making mistakes, as key barriers to participation. While earlier studies have acknowledged the importance of engagement, they have not always explicitly emphasized how emotional factors shape classroom interaction. The present findings suggest that interactive technologies such as ClassPoint are particularly valuable not only for increasing engagement but also for reducing anxiety through features such

as anonymous responses. This helps explain why teachers perceived a significant improvement in student participation after the training.

At the same time, it is important to critically consider the limitations of relying on self-reported data. Ebert-May et al. (2011) demonstrated that there is often a gap between perceived and actual teaching practices, showing that although most instructors claimed to adopt learner-centered approaches, classroom observations revealed continued reliance on traditional methods. Similarly, Akram and Abdelrady (2025) found that while teachers reported increased self-efficacy after using interactive technologies, empirical evidence of improved student learning outcomes remained limited. These findings suggest that although the results of this study indicate positive changes in teachers' perceptions and readiness, further investigation is needed to determine whether these changes translate into sustained instructional practices and measurable student outcomes.

From a broader perspective, these findings also raise an important implication for educational policy and practice. The continued promotion of technology integration should not be viewed as a one-size-fits-all solution. Instead, it should be accompanied by critical reflection on its relevance, effectiveness, and contextual suitability. In some cases, the emphasis on adopting new technologies may overshadow more fundamental pedagogical issues, such as classroom management, student motivation, and instructional design.

Nevertheless, despite these concerns, the findings of this study suggest that interactive technology still holds significant potential when implemented appropriately. Rather than questioning whether technology should be promoted, the focus should shift toward how it can be meaningfully integrated to support both cognitive and affective dimensions of learning.

Overall, this study contributes to the growing body of research on technology-enhanced learning by demonstrating that the effectiveness of interactive tools such as ClassPoint lies not only in their technical features but also in their ability to reshape classroom interaction and address affective barriers. Future research should therefore incorporate classroom observations and performance-based assessments to provide a more comprehensive evaluation of their impact on actual teaching practices and student learning outcomes.

CONCLUSION

This study examined the outcomes of a community service-based training program on the use of ClassPoint to support interactive and inclusive learning in EFL classrooms, revealing that prior to the training, most teachers relied on traditional, teacher-centered approaches with limited use of technology and uneven student participation, alongside challenges such as students' low confidence and difficulties in engaging all learners effectively. Following the training, there was a clear positive shift in teachers' perceptions and readiness, as they reported increased confidence in using interactive technology, greater awareness of student-centered instructional strategies, and stronger readiness to implement inclusive learning practices. The use of ClassPoint was perceived as particularly beneficial in enhancing classroom engagement, facilitating real-time interaction, and encouraging participation from both active and passive students, especially through features such as quizzes, word clouds, and anonymous responses that help reduce students' anxiety. From a pedagogical perspective, these findings indicate a transition toward more interactive and learner-centered teaching practices, highlighting the role of technology-supported instruction in improving classroom interaction and inclusivity when supported by appropriate training. However, the study is limited to teachers' self-reported perceptions and does not include direct evidence of students' learning outcomes, suggesting that future research should incorporate classroom observations, quantitative analysis, and student performance data to evaluate the actual effectiveness of ClassPoint. Overall, the results demonstrate that structured professional development can enhance teachers' technological competence and pedagogical readiness, emphasizing the importance of sustained training and institutional support to ensure effective implementation of interactive digital tools in EFL classrooms.

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