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TRANSFORMING EDUCATION, DRIVING INNOVATION AND
ADVANCING LIFELONG LEARNING FOR EMPOWERED WORLD

THE USE OF CLASSPOINT FOR STUDENT ENGAGEMENT IN LEARNING COMPUTER AND INFORMATION PROCESSING

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ABSTRACT

Computer and Information Processing is a servicing type of subject for Diploma in Office Management and Technology students. This subject involves two hours of lecture and two hours of laboratory per week. Nine chapters need to be covered during the lecture within 14 weeks. All the chapters involve lots of theoretical concepts and terms that are quite dry compared to the laboratory session. It is challenging to ensure engagement and participation of students in class, especially for Generation Z, who are known to have very short attention span. Therefore, ClassPoint platform is used to make the class livelier and more exciting during the teaching and learning process. ClassPoint is a learning platform that can be integrated with PowerPoint, with various interactive activities. Among the attractive features of ClassPoint is the accumulation of stars awarded by the instructor according to their participation or achievement. Through observation by instructors, the students would pay more attention when ClassPoint activity is conducted and are eager to get involved compared to conventional lectures. The students' perceptions are obtained through a questionnaire survey, and the findings are analyzed for future action and improvement.

Keywords: Classpoint, Student, Engagement, Learning, Computer

INTRODUCTION

Educational technology has evolved rapidly with the integration of various tools in the education sector at all levels. The goal is to make the teaching and learning process more interactive and engaging, which subsequently helps the students understand the lesson better. This is especially crucial for Gen Z students who have shorter attention spans compared to millennials (Thakur, 2025). One of the emerging tools is ClassPoint, an interactive tool that can be integrated into Microsoft PowerPoint. Gamification

is a core component of ClassPoint’s design. The inclusion of features such as points, badges, star levels, and leaderboards has been shown to positively influence learner motivation and participation (Dixit, Nirgude & Yalagi, 2018). Studies on gamified educational platforms have confirmed that these elements promote sustained attention and deeper cognitive engagement (Saleh & Mohamed, 2025).

METHODS

ClassPoint activities are implemented during the lecture session for each chapter. Among the ClassPoint features used are Short Answer, Word Cloud, Multiple Choice, and Slide Drawing. To gauge the students’ perceptions about the effect of Class Point on the aspect of engagement and participation, an online survey was given. 26 students enrolled in the Computer and Information Processing subject in Universiti Teknologi MARA Terengganu Branch during March – August 2025 semester responded, and the results are shown in the next section.

RESULTS AND DISCUSSION

The survey results are shown in Figure 1, Figure 2, Figure 3, Figure 4, and Figure 5 below.

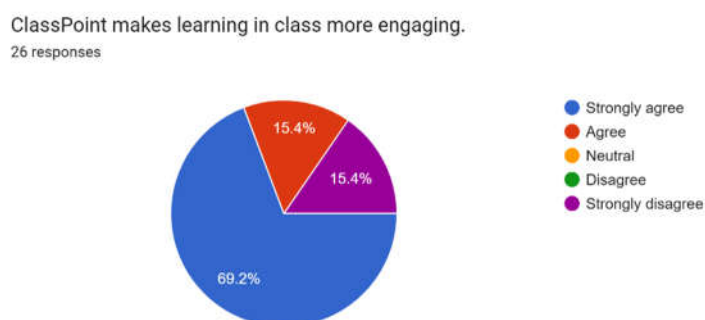


Figure 1.: Responses to “ClassPoint makes learning in class more engaging.”

The interactive features (e.g., quizzes, polls, annotations) of ClassPoint keep me actively involved during lessons.
26 responses

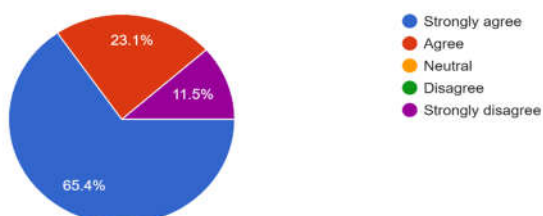


Figure 2.: Responses to “The interactive features keep me actively involved during lessons.”

I am more likely to participate in class activities when ClassPoint is used.
26 responses

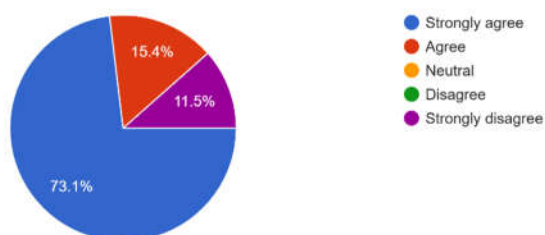


Figure 3.: Responses to “I am more likely to participate in when ClassPoint is used.”

ClassPoint helps me focus better during lessons.
26 responses

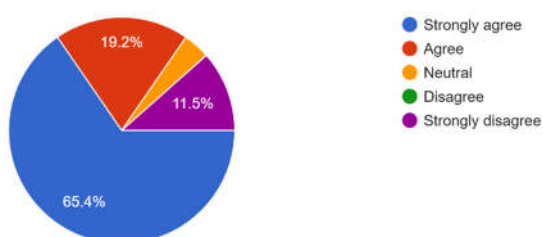


Figure 4.: Responses to “ClassPoint helps me focus better during lessons.”

I feel more motivated to learn when my lecturer uses ClassPoint.

26 responses

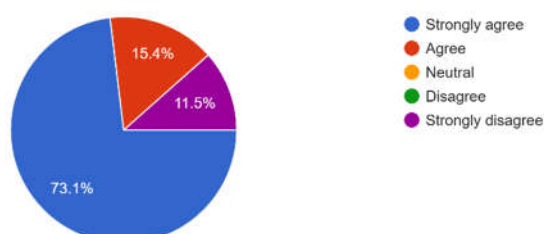


Figure 5.: Responses to “I feel more motivated to learn when my lecturer uses ClassPoint.”

For all survey questions, more than 65% of students strongly agree that ClassPoint has impacted them positively in terms of engagement and participation.

CONCLUSION

The usage of the ClassPoint tool for enhancing engagement in the Computer and Information Processing subject lecture session has successfully achieved the objective, as demonstrated by the views obtained from the survey questionnaire. To encourage and appreciate their participation, the winners, determined by the number of stars accumulated, are given special prizes. The students have also suggested that ClassPoint be integrated into the teaching and learning process of other subjects. The students’ feedback will be implemented in the ClassPoint implementation for next semester. The implementation activities can be documented in a proper teaching manual. Basic ClassPoint workshop can also be conducted among the lecturers to spread its benefits.

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