Implementation of *Class kick* Application
As a Mandarin Learning Media

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Abstract

Nowadays, there are so many interactive web-based applications or mobile app tools as a promising option for Mandarin instruction in higher education. One of the examples is the *Classkick* application learning media. The use of *Classkick* is usually for design exercises and assignments to practice and improve students in learning Mandarin language. This study aims to identify the students' responses after a semester experience using *Classkick* as a learning media in Mandarin language class and the findings hopefully can help teachers design more effective learning using *Classkick* application. The method of this study is quantitative research and adapted Yanqun (2009) five characteristics of learning media to design a questionnaire as the instrument to collect the data. The results of this study showed that *Classkick* application conforms to Yanqun (2009) five characteristics of learning media. Overall students agreed to use *Classkick* as a learning media in their Mandarin lesson to practice and improve their Mandarin language skills.

Keywords
Class kick Application, Mandarin, Language Skills, Learning Media, Learning media's characteristic.

1. Introduction
The impact of the Covid-19 pandemic resulted in all education in schools must be carried out online at home. The teacher must begin to learn and master technologies that can support effective learning carried out online. The technology that can bring teachers and students together in the learning activity is through a video-conferencing application. In the process of online class, the problem that teachers faced is mostly students because of privacy matters or *Wi-Fi* signals not stable, they ask permission from the teacher to *off Cam* during the online class. The teacher also finds that students hardly focus on the learning activity, teacher needs to ask many times for students to respond or not respond at all. Difficulties in monitoring and keeping students focused and active in learning are the main problem during online learning. This situation makes it difficult for teachers to provide students with effective learning activities to achieve learning objectives. Meanwhile, achieving learning objective it's takes more effort and cooperation from both teachers and students. So, teachers need to design a learning framework according to the learning objective, and the teaching methods, and techniques that are used aim to make the students more active and more initiative in following the directions from the teacher in the learning process (Xun 2009: 346). Therefore, teachers need technologies that can support the online learning process to achieve learning objectives and practice students' language skills. These technologies can play an important and facilitating role in monitor each student's work and engagement in and out of the classroom, for example, *Apple Classroom, Google Classroom, Google docs, Classflow, Classkick* etc (Moloney and Xu 2018:86).

Nowadays the number of learning application technology developments has started to emerge since online learning which aims to support online learning becomes more interesting so that it can attract students' interest to stay focused on following lessons. From the results of several studies, it is stated that the use of learning applications as learning

media is very effective in helping teachers create more varied learning, increase student interest in learning and improve learning outcomes (Pahamazah et al. 2022; Christian 2021; Ikaningrum et al. 2022). Same with the other learning subject, in learning Mandarin teachers also need to avoid boring lessons by designing active and effective learning for the students. The Mandarin language has four language skills that a student must master: listening, speaking, reading, and writing (Xun 2009: 298). So, teacher needs a technology or learning media that can help them design a variety of exercises and assignment to practice and improve student Mandarin language skills at the same this learning media also can let the teacher provide feedback and monitor students so that learning objectives are achieved.

This study is using Class kick as a learning media, a web-based application based a learning media to provide exercises and assignments for improving students' Mandarin language skills. *Class kick* (www.classkick.com) is a free online application that can show teachers what students are doing and who needs help in real-time so teachers can provide immediate feedback. This paperless application has a wide selection of features that can be adapted to student learning needs, making it easier for teachers to designed exercises to students in online learning. According to Chua et al. (2021), the unique feature of *Class kick* can assist the teacher in the determined content and assignments. But the free version just allows the teacher to make 20 assignments, if the teacher needs access to unlimited assignment need to upgrade to pro. This study was conducted for a semester for Mandarin Language class. This study is focused on determining whether the *Class kick* learning application meets the five characteristics of learning media from a student's perspective. From this research, it is hoped that teachers can design more effective and interesting for all kinds of lessons according to student's learning needs to improve students' Mandarin language skills and achieve learning objectives using *Class kick* learning application.

1.1 Objectives
This research is using questionnaire as the instrument to collect the data. The questionnaire was designed based on Yanqun (2009) five characteristics of learning media. This study aims to determine whether the *Class kick* learning application meets the five characteristics of learning media from a student's perspective.

2. Literature Review
According to Arsyad (2020:4), the definition of learning media is a component of learning sources or physical vehicle containing instructional material in the student environment that can stimulate students to learn. Teaching with multimedia is a method and technology that integrates sound, pictures, text, images and other media with the help of computers and computer technology, and arranges the teaching process, imparts language knowledge, and carries out language skill training in the form of dialogue (Yanqun 2009:8). The use of learning media in as a tool can enhance teaching and learning (Shaharanee et al. 2016).

The use of learning media should be based on the purpose of teaching, teaching materials, students and teaching conditions (Xiaobing 2009:71). According to Yanqun (2009:7-8), learning media is a way used in teaching activities and teaching process to serve teachers and help students improve learning efficiency, and its purpose is to practice students' language ability and transmit language knowledge to students. Learning media has the following five characteristics:

1. Dynamic (动态性) is the process of using media in learning needs to be considered the media used, and the quantity of use can be adjusted to the needs of the teaching. Technology for learning use must be purposeful and carefully planned (Bice and Hengtao 2022). Using a proper learning media and adjusted it with the teaching need can improve student's language skills (Supriadi et al. 2020; Christian et al. 2021; Pahamzah et al. 2022).

2. Comprehensive (综合性), comprehensive use of learning media in learning can help complete learning activities in any aspect and can help teachers design exercises that can enhance students listening, speaking, reading, and writing skills. According to Ikaningrum et al (2022), the use of applications as learning media is also very helpful for teacher to design more varied teaching and learning, increasing student enthusiasm in learning. It is important that with the use of the learning media can make students easily understand the material in the fun way (Faridlo and Wibisono 2020).

3. Integrity (完整性), learning media plays the important role in guiding and training students' language skills. According to Moloney and Xu (2018), in monitoring students' work in and out of the classroom, technology can

play an important and facilitating role in monitor each student's work and engagement. For example, teachers are able to use the media to give feedback.

4. Interaction (交互性), by choosing the effective learning media, teachers can interact with students and move students' initiative and practice in the learning process. In online learning nowadays, learning media is a very important component in delivering knowledge messages from teachers to students (Lusiana and Maryanti 2020)

5. Effectiveness (实效性), the purpose of using learning media is to make teaching information transfer faster, so that students can understand it more easily and quickly and can help them improve language skills and that is very important too for the student's involvement in learning activities, because participation, observation, and experience give a most impact for students learning experience (Aksa 2017).

According to Arsyad (2020:70), these factors should be considered when choosing which learning media to use:
1. Having an ability to accommodate the presentation of appropriate stimulus (visual and/or audio);
2. Having an ability to accommodate appropriate student responses (written, audio, and/or physical activities);
3. Having an ability to accommodate feedback;
4. Approach to learning media selection for information presentation dan for exercises or assignment.

According to Bhandari (2022), the used of web-based formative assessment tool in remote learning environments can considerably influence students' learning outcomes, and it offers immediate and real-time feedback, flexibility, and meaningful interaction.

This study is use *Classkick* application in Mandarin language class to create learning more varied, according to Chua et al. (2021) using *Classkick* in learning have a higher impact on student learning than traditional methods and online learning environment provides features such as, user center, user control and communication, and making teaching learning process student centered (Baig 2011).

Based on several theory above, we can make a conclusion learning media is tool that can help teacher designed more variety learning proses, it aims to increased students' enthusiasm inside or outside the classroom, also can practice student ability in learning without hinder the communication and interaction between teacher and student.

3. Methods
The design of this research is a survey research method. The survey research method is quantitative research. According to W. Lawrence in Sugiyono (2019:57), the survey research method is a quantitative research method used to obtain data that has occurred in the past or present, regarding beliefs, characteristics, behaviour, relationships and psychology from samples taken from certain populations. Data collection techniques are interviews or questionnaires that are not in-depth, and research results tend to be generalized.

They are 42 students that have been using *Classkick* application as learning media in their Mandarin class were chosen through purposive sampling to participate as respondents. This study uses questionnaire to collect data from the respondents. This study adapted Yanqun (2009) five characteristics of learning media to design a questionnaire question as the instrument. The questionnaire includes 26 questions: Dynamic (5 items), Comprehensive (6 item), Integrity (5 items), Interaction (5 items) and Effectiveness (5 items).

4. Data Collection
The questionnaire was designed based on Yanqun (2009) five characteristics of learning media to identify students' responds in using *Classkick* as a Mandarin learning media. The questionnaire is using Bahasa Indonesia and all the questions used a 5-point Likert scale to obtain the data from the respondent.

Point 1 which means "Strongly Disagree";
Point 2 which means "Disagree ";
Point 3 which means "Neutral";
Point 4 which means "Agree";
Point 5 which means "Strongly Agree".
The questionnaire divides learning media into 5 categories: (Table 1)

Table 1 Composition of the questionnaire

Category Types	Number of Items
Dynamic	5
Comprehensive	6
Integrity	5
Interaction	5
Effectiveness	5
Total	26

These questionnaires were distributed to students that have experience using *Classkick* in Mandarin class by *Google Form*. The questionnaire was distributed to about 60 students, about 42 questionnaires were collected back.

After the questionnaire passed verification by several teachers, the researchers also tested the validity and reliability of the questionnaire. The result is that each question's Pearson correlation coefficient is greater than the critical value and the signification value is less than 0.05, meaning that the questionnaire is valid. Beside the validity test, any research based on measurement must concerned with accuracy or reliability of measurement (Cronbach 1951). According to Taber (2014) the alpha values were described as excellent (0.93–0.94), strong (0.91–0.93), reliable (0.84–0.90), robust (0.81), fairly high (0.76–0.95), high (0.73–0.95), good (0.71–0.91), relatively high (0.70–0.77), slightly low (0.68), reasonable (0.67–.87), adequate (0.64–0.85), moderate (0.61–0.65), satisfactory (0.58–0.97), acceptable (0.45–0.98), sufficient (0.45–0.96), not satisfactory (0.4–0.55) and low (0.11) and the acceptable level of reliability is Cronbach's alpha of 0.6.-0.7, and 0.8 or greater a very good (Ursachi et al. 2015). The reliability test's questionnaire result is (Table 2).

Table 2 Questionnaire reliability test result

Category	Reliability Statistics	Internal Consistency
Dynamic	0.880	Reliable
Comprehensive	0.922	Strong
Integrity	0.819	Robust
Interaction	0.907	Reliable
Effectiveness	0.817	Robust

The reliability values of each category of the questionnaire were greater than the acceptable level of reliability is Cronbach's alpha of 0.8, that means the questionnaire are reliable.

5. Results and Discussion
5.1 Students' responds in using *Classkick* as a Mandarin learning media
This study is using a Likert type of questionnaire to identify students' responds in using *Classkick* as a Mandarin learning media. The following are the mean value for each component based on Yanqun (2009) five characteristics of learning media:

Table 3: Mean value for each component of Dynamic

Characteristic	Component	Mean
Dynamic	Easy to sign in to the *Classkick*.	4.52
	Easy to understand the system of the *Classkick*.	4.36
	Easy do the exercises through the *Classkick*.	4.26
	The application offers a more varied in learning.	4.29
	The quality of learning activities through the *Classkick* is very good.	4.14

Based on Table 3, all score shows above average with the highest mean is "Easy to sign in to the *Classkick*" component with mean of 4.52. Respondents strongly agreed that the signing on to the *Classkick* is easy, they just need to join the

class link page share by the teacher or just input class code to sign in and no need to make an account. For the lowest mean value goes to "The quality of learning activities through the *Classkick* is very good" with mean value of 4.14. Overall component mean value in dynamic characteristic still indicates on average the respondents strongly agreed that all component is useful. However, the lecturer should pay more attention to the design of the exercises and assignments according to students' learning needs for better quality learning activities.

Table 4: Mean value for each component of Comprehensive

Characteristic	Component	Mean
Comprehensive	The exercises given through the *Classkick* are consistent with the material	4.55
	The exercises given through the *Classkick* suit my ability.	4.36
	The exercises given through the *Classkick* are very varied.	4.29
	The exercises given through the *Classkick* are very useful.	4.40
	The exercises given through the *Classkick* can help me to review all the material	4.19
	Classkick can be used to apply various learning exercises individually or in groups	4.10

Based on Table 4, all score shows above average with the highest mean is "The exercises given through the *Classkick* are consistent with the material" component with mean of 4.55. Respondents strongly agreed that the exercises that teacher design and prepared are based on their learning materials. For the lowest mean value goes to "*Classkick* can be used to apply various learning exercises individually or in groups" with mean value of 4.10. The respondent is quite disagreed that *Classkick* can be used in individual exercises or in groups tasks. Overall component mean value in comprehensive characteristic still indicates on average the respondents strongly agreed that all component is useful.

Table 5: Mean value for each component of Integrity

Characteristic	Component	Mean
Integrity	I can practice my Mandarin listening skills through *Classkick*	3.95
	I can practice my Mandarin speaking skills through *Classkick*	3.83
	I can practice my Mandarin reading skills through *Classkick*	4.21
	I can practice my Mandarin writing skills through *Classkick*	3.83
	The feedback given by the teacher makes me easy to understand the exercises	4.36

Based on Table 5, all score shows above average with the highest mean is "The feedback given by the teacher makes me easy to understand the exercises" component with mean of 4.36. Respondents strongly agreed that the feedback from the lecturer through *Classkick* can make student easily to understand the exercises materials. For the lowest mean value goes to "I can practice my Mandarin speaking skills through *Classkick*" and "I can practice my Mandarin writing skills through *Classkick*" with the same mean value of 3.83. Some of the respondent disagreed that they can practice their Mandarin speaking dan writing skills through *Classkick*. Therefore, lecturer should pay attention about giving more feedback to the exercises that already done by students and hopefully students also pay attention to the teacher's feedback and practice and do revision according to teacher's feedback. But Overall component mean value in integrity characteristic still indicates on average the respondents strongly agreed that all component is useful.

Table 6: Mean value for each component of Interaction

Characteristic	Component	Mean
Interaction	When having online class, it is easy to interacting with teacher through Classkick	3.86
	I can ask the teacher directly or non-directly through *Classkick*	3.81
	I can easily get the feedback from teacher through *Classkick*	4.21
	Leaning with *Classkick* does not hinder my interaction with lecturer	4.17
	The lecturer can give tutor and feedback that can help students finish the exercises through *Classkick*	4.31

Based on Table 6, all score shows above average with the highest mean is "The lecturer can give tutor and feedback that can help students finish the exercises" through *Classkick* component with mean of 4.36. Respondents strongly agreed that even learning online lecturer still can give them a tutor and feedback through *Classkick* so students can

finish the exercises very well. For the lowest mean value goes to "I can ask the teacher directly or non-directly through Classkick" with the mean value of 3.81. Some of the respondent disagreed that they can ask the lecturer directly or non-directly through *Classkick*. Therefore, lecturer should give more instruction about how to use the feedback features so students understand how to used it and aware about it. Overall component mean value in interaction characteristic still indicates on average the respondents strongly agreed that all component is useful.

Table 7: Mean value for each component of Effectiveness

Characteristic	Component	Mean
Effectiveness	Do exercises through *Classkick* can improve my listening skill.	3.81
	Do exercises through *Classkick* can improve my speaking skill.	3.93
	Do exercises through *Classkick* can improve my reading skill.	4.24
	Do exercises through *Classkick* can improve my writing skill.	3.79
	Do exercises through *Classkick* can improve my Mandarin language skill.	4.12

Based on Table 7, all score shows above average with the highest mean is "Do exercises through *Classkick* can improve my reading skill" component with mean of 4.24. Respondents strongly agreed that the exercises that provided by lecturer able to improve their reading skill. For the lowest mean value goes to "Do exercises through *Classkick* can improve my writing skill" with the mean value of 3.79. This mean value result same with the Integrity "I can practice my Mandarin writing skills through *Classkick*" component. This shows the respondent disagreed that they can practice Chinese writing through *Classkick*. Therefore, lecturer can design more exercises for practice writing skill, so students can improve their Chinese writing skill. Overall component mean value in effectiveness characteristic still indicates on average the respondents strongly agreed that all component is useful

6. Conclusion
This study result show that overall students agreed using *Classkick* as a learning media in their Mandarin lesson. *Classkick* conform to Yanqun (2009) five characteristics of learning media. This effective learning media are ease to access, can help teacher provide more varied exercise according to the learning material. Teacher also can give tutor and feedback that can help students understand and finish the exercises very well. By doing exercises though *Classkick* Application can improve students Mandarin language skill. From this study found out *Classkick* application can be a promising option for Mandarin instruction in higher education.

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