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Students' Perception of Using Mondly German as a Learning Media, A Case Study of Sixth Semester Students of German Language Education

Irma Liani[1] Cahaya Mustika[2] Greace Simaremare[3] Teresia Fatmawati Simangunsong[4] Binti Aisiah Daning Sumari[5] Fitri Ervina Tarigan[6]
Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia[1,2,3,4,5,6]
Email: lianiirma87@gmail.com[1] mustikac183@gmail.com[2] greacesimaremare@gmail.com[3] tsimangunsong64@gmail.com[4]

Abstract

This study aims to explore students' perceptions of using the Mondly German application as a medium for learning German to support independent learning outside the classroom. The research background stems from the need for innovative learning approaches among Semester VI students in the German Language Education Program at Universitas Negeri Medan, who are accustomed to formal classroom methods, while Mondly German offers interactive features such as conversation exercises, grammar drills, and vocabulary games. Employing a descriptive quantitative method, data were collected via a System Usability Scale (SUS)-based questionnaire from 30 students and analyzed through SUS calculations (stages 1–4) along with validity testing. The results revealed an average SUS score of 79.13 (grade C, excellent category, high acceptability level), with all questionnaire items deemed valid (r > r-table). It is concluded that students hold positive perceptions of Mondly German, suggesting that the application can serve as a supportive medium for German language learning. Theoretically, this finding supports the integration of technology-based learning tools in second language acquisition and contributes to the understanding of student attitudes toward interactive language apps. Practically, educators and curriculum developers can consider incorporating Mondly German as a supplementary resource to enhance independent learning and student engagement.

Keywords: German language learning, independent learning, Mondly German, student perceptions, System Usability Scale (SUS)

INTRODUCTION

The advancement of technology and information has now encompassed almost every aspect of human life, including the field of education. The development of information and communication technology has brought changes to the learning process, both in terms of facilities and the forms of learning activities. According to Riadil et al. (2020), learning processes that previously relied on physical facilities have evolved through the utilization of digital networks, allowing activities that were once conducted face-to-face to now be carried out virtually. This transformation provides broader access to information and facilitates both educators and learners in acquiring knowledge more efficiently. In the context of learning, instructional media play an important role as supporting tools in the teaching and learning process. Sudjana and Rivai (2019) state that instructional media are part of the methodological components that function as a learning environment designed by teachers to support the achievement of learning objectives. Therefore, the utilization of technology as instructional media can improve the effectiveness and quality of the learning process. Furthermore, the use of digital media as instructional communication tools offers both benefits and challenges. Digital platforms such as learning applications, interactive videos, and collaborative tools can improve language skills, increase motivation, and support both independent and collaborative learning with flexible access (Dalle et al., 2025). However, their implementation requires adequate infrastructure. Challenges such as limited internet access,

insufficient technological devices, and low digital literacy among educators must be addressed through proper training and structured instructional planning.

In foreign language learning, particularly German, successful learning does not only depend on classroom instruction but also on students' ability to learn independently outside of class hours. Along with technological developments, various language learning applications have begun to be used as supporting learning media because they are considered more flexible, interactive, and capable of increasing learning motivation. Tools such as flashcards, language learning applications, and multimedia-based platforms provide interactive, contextual, and flexible learning experiences (Sari et al., 2025). Additionally, the use of digital image media has been proven effective in increasing students' vocabulary mastery and active participation in learning activities (Apituley et al., 2025). One of the language learning applications that can be utilized is Mondly German by Pearson. This application is a digital language learning platform designed to help users learn foreign languages independently through various interactive features, such as vocabulary exercises, grammar practice, artificial intelligence-based conversations, and educational games that support the learning process gradually. The presence of chatbot features further enhances learners' speaking skills by simulating real-life conversations (Faroid et al., 2025). According to Susilawati (2024:394), instructional media are learning tools that have a significant influence on students' learning success. Therefore, the use of digital learning applications such as Mondly has the potential to support the language learning process in a more effective and engaging way.

Moreover, digital technology has shifted traditional learning paradigms by providing more interactive methods, diverse media, and flexible learning opportunities, allowing students to actively engage in the learning process (Sakti, 2023). This makes digital applications increasingly relevant as supporting tools in modern education. For students of the German Language Education Study Program at Universitas Negeri Medan, the Mondly application can serve as one of the supporting media to maintain learning continuity and improve German language competence independently. However, the extent to which the Mondly application is effective, user-friendly, and suitable for students' learning needs is still not clearly known. In addition, research that specifically discusses students' perceptions of the use of the Mondly German application as a learning medium is still limited. Based on these considerations, this study aims to determine students' perceptions of the use of Mondly German as a learning medium among sixth-semester students of the German Language Education Study Program at Universitas Negeri Medan.

RESEARCH METHODS

This study employed a quantitative descriptive research design using a survey method. According to Sugiyono (2019, pp. 15–16), quantitative research is conducted when data are presented in numerical form and analyzed using statistical techniques. This approach is suitable for examining a particular population or sample using structured research instruments, such as questionnaires, to measure specific variables. In this study, the quantitative method was applied to determine students' perceptions of the use of Mondly German as a learning media in German language learning. A survey method was used to collect numerical data on students' experiences and characteristics in using the application, allowing for objective analysis and statistical interpretation of the results. The population of this study consisted of sixth-semester students of the German Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Medan. This population was considered appropriate because the students already have sufficient experience in the process of learning the German language, making them relevant respondents for evaluating the effectiveness and ease of use of the application. The sample of this study consisted of 80

students from Class C of the sixth semester in the German Language Education Study Program at Universitas Negeri Medan.

The research design or the flow of the research implementation began with identifying the problem that underlies this study. This was followed by conducting a literature review related to the research topic, namely the Mondly German learning media and user perceptions. The next step was determining the research respondents through the distribution of a questionnaire in the form of a Google Form. After conducting independent learning activities using the Mondly German application, students were asked to complete a questionnaire regarding their perceptions of the use of the application as a medium for learning the German language. The next stage involved analyzing the data obtained from the questionnaire scores collected through Google Forms using the System Usability Scale (SUS) method. The final stage of this research was drawing conclusions regarding students' perceptions of the use of the Mondly German learning media among sixth-semester students of the German Language Education Study Program at Universitas Negeri Medan during the implementation of the study. The data collection technique used in this study was a non-test technique in the form of a questionnaire. The questionnaire consisted of ten statement items addressed to the respondents. Students were asked to open the Mondly German application and explore the various features available in the application. The research instrument used in this study was ten statements of the System Usability Scale (SUS) that had been adapted to the object of the research. The System Usability Scale (SUS) uses a Likert scale ranging from 1 to 5. The statements in the questionnaire instrument were given to respondents after they had used the Mondly German application.

Table 1. List of Research Instrument Statements Based on the SUS Method

No	Statement	Score
1.	I think I would like to use the Mondly German application more frequently in learning German.	1-5
2.	I find the Mondly German application somewhat complex to use.	1-5
3.	I feel that the Mondly German application is easy to use for learning German.	1-5
4.	I feel that I need assistance from others to use this application properly.	1-5
5.	I feel that the features in Mondly German work well and support my learning.	1-5
6.	I feel that there are some parts or features of this application that are inconsistent.	1-5
7.	I imagine that most people can quickly learn how to use Mondly German.	1-5
8.	I feel that the Mondly German application is somewhat confusing to use.	1-5
9.	I feel confident using the Mondly German application for learning German.	1-5
10.	I feel that I need to learn a lot beforehand to use this application smoothly.	1-5

Based on the statement items in Table 1, the System Usability Scale (SUS) uses a scale of 1–5, which respondents answer according to the extent to which they agree with each statement (Saputra, 2018:209). The scores for each response option can be described in the following table.

Table 2. Score Rating Scale

RESPONSE	SCORE
Strongly Disagree (SD)	1
Disagree (D)	2
Neutral (N)	3
Agree (A)	4
Strongly Agree (SA)	5

According to Saputra (2018:209), the stage conducted after collecting data from questionnaires distributed to respondents is the conversion of respondents' responses as follows:

1. Odd-numbered statements in Table 3.2 (1, 3, 5, 7, and 9) are calculated by subtracting 1 from the score provided by the respondent. Odd SUS Score = Σ Px – 1 (where Px represents the sum of the odd-numbered statements.)
2. Even-numbered statements in Table 3.2 (2, 4, 6, 8, and 10) are calculated by subtracting the respondent's score from 5. Even SUS Score = Σ 5 – Pn (where Pn represents the sum of the even-numbered statements.)
3. The results of these conversions are summed for each respondent and then multiplied by 2.5 to obtain a score range of 0–100. (Σ Odd scores – Σ Even scores) × 2,5
4. Once the scores of each respondent are determined, the next step is to calculate the average score by summing all respondents' scores and dividing by the total number of respondents. The result of this calculation provides the mean score of all respondents.

$$\bar{X} = \frac{\Sigma x}{n}$$

Notes:
$\bar{X}$ = mean score
Σx = total System Usability Scale (SUS) score
n = number of respondents

In interpreting SUS scores, there are three forms of analysis that can be used: adjective ratings, grade scale, and acceptability ranges. The results from these analyses can be described as follows:

1. SUS scores in adjective ratings convert numeric scores on the grade scale into descriptive adjectives:
   a. Worst imaginable (very poor) with a score range of 0-25
   b. Poor with a score range of 26-39
   c. Ok with a score range of 40-52
   d. Good with a score range of 53-73
   e. Excellent with a score range of 74-85
   f. Best imaginable with a score range of 86-100

2. SUS scores in the grade scale are divided into five categories:
   A (90–100)
   B (80–90)
   C (70–80)
   D (60–70)
   F (<60)

The adjective ratings also correspond to user acceptability levels, which consist of three categories: not acceptable, marginal, and acceptable. This interpretation is used to determine whether the system is considered acceptable to users (Ramadhan et al., 2019:140). The user acceptability levels can be described as follows:
Score range 0–49: Not acceptable
Score range 50–61: Marginal
Score range 62–100: Acceptable

Therefore, it can be concluded that a system is considered acceptable if it achieves a score of more than 62.

RESEARCH RESULT AND DISCUSSION

This study was conducted in the German Language Education Study Program at Universitas Negeri Medan in November 2025. The research was carried out by adjusting to the students' dense academic schedules. The Mondly German application had been used by students for the past two years as an independent learning medium. Therefore, the respondents were familiar with the features available in the application. The interface of the Mondly German application used by students during independent learning activities is presented as follows.

Figure 1. Mondly Application Content

After using the Mondly German application, students were asked to complete a questionnaire based on the System Usability Scale (SUS) to assess their perceptions of the ease of use and effectiveness of the application in learning the German language. From the completion of this questionnaire, initial data were obtained describing the respondents' answers before undergoing the calculation and analysis stages using the SUS method. The results of the respondents' answers are presented in Table 3 as follows:

Table 3. Respondents' Answers to the Questionnaire Before Stages 1 and 2 of the SUS Method

Respondents	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Respondents 1	4	3	4	5	4	3	4	3	5	4
Respondents 2	4	3	4	4	4	4	3	3	3	4
Respondents 3	4	3	4	2	4	3	3	2	4	3
Respondents 4	5	1	5	1	5	1	4	1	5	1
Respondents 5	4	2	4	2	4	2	4	2	4	4
- https://docs.google.com/document/d/1MV4J3LLimNlLorzwbMfUTa0rDsQ-uFq9/edit?usp=drivesdk&ouid=112064733240843753799&rtpof=true&sd=true										
Respondents 80	5	1	5	2	5	1	5	1	4	2

Based on the data above, it can be seen that there were 80 respondents who completed the questionnaire consisting of 10 statements, which were calculated to obtain the students' perceptions regarding the use of the Mondly German learning media. The respondents were provided with 5 answer choices on a scale of 1–5. A scale of 1 indicated "strongly disagree," 2 indicated "disagree," 3 indicated "neutral," 4 indicated "agree," and 5 indicated "strongly agree" for each statement on the questionnaire. After obtaining this data, the analysis was conducted using the four stages of the System Usability Scale (SUS) method. In the first two

stages, calculations were carried out as follows: for odd-numbered statements (1, 3, 5, 7, and 9), the respondents' answers were subtracted by 1; while for even-numbered statements (2, 4, 6, 8, and 10), the respondents' answers were subtracted from 5. The results of the calculations in stages one and two are presented in Table 4 below:

Table 4. Respondents' answers on the questionnaire after stages 1 and 2 of the SUS method

Respondents	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q1 0
Respondents 1	3	2	3	0	3	2	3	2	4	1
Respondents 2	3	2	3	1	3	1	2	2	2	1
Respondents 3	3	2	3	3	3	2	2	3	3	2
Respondents 4	4	4	4	4	4	4	3	4	4	4
Respondents 5	3	3	3	3	3	3	3	3	3	1
- https://docs.google.com/document/d/1SK_W-qhBH0IbxlHVBrKPU6m3WGdehNM5/edit?usp=drivesdk&ouid=112064733240843753799&rtpof=true&sd=true										
Respondents 80	4	4	4	3	4	4	4	4	3	3

In the third stage of the SUS method, the converted results from the previous table were multiplied by 2.5 for each respondent. After this process, the calculation results yielded scores ranging from 0 to 100. The highest SUS score obtained was 100, while the lowest score was 40. Subsequently, in the fourth stage of the SUS method, the average score was calculated by summing all the individual scores and then dividing by the total number of respondents. The results of the calculation in the fourth stage showed a total score of 6,582.5, with an average score of 82.28.

Table 5. Calculation results after stages 3 and 4 of the SUS method

Respondents	SUS
Respondents 1	57,5
Respondents 2	50
Respondents 3	65
Respondents 4	97,5
Respondents 5	70
- https://docs.google.com/document/d/1Fyaau1OY33S_lXMZf86eGEVnrL9RJ4qk/edit?usp=drivesdk&ouid=112064733240843753799&rtpof=true&sd=true	
Respondents 80	92,5
Total	**6582,5**
Average Score	**82,28125**

Based on the calculations from stages 1–4 of the SUS method, it can be seen that the final average SUS score is 82.28125. This score indicates that the Mondly Language application falls into grade B and is in the "Excellent" range, with a high user acceptability. This shows that the Mondly Language application is feasible and can be used more frequently by students as a learning media.

Table 6. Usability Test Results

RESULT	
SUS Score	82.28125
Grade Scale	B
Adjective Ratings	Excellent
Acceptability Range	High Acceptability

Next, a validity test was conducted using the correlation calculation between each questionnaire item and the total respondents' score. This validity test was performed to ensure that each item in the SUS questionnaire truly measures the aspect it is intended to measure. Based on the results of the validity test, all items were declared valid because the correlation value of each item was greater than the established r-table value.

Table 7. Validity Test

Respondents	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	SUS
R Tabel	0,600063	0,620598	0,65674	0,743348	0,511535	0,803302	0,428068	0,731397	0,361889	0,775647	6582,5
	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	82,28125

Based on the results of the validity test, all items were declared valid because the correlation value of each item was greater than the predetermined r-table value. Therefore, based on these calculations, it can be concluded that all statements in the SUS questionnaire are valid and suitable for use in the data collection process. Next, we conducted a reliability test to assess the internal consistency of the SUS questionnaire. This reliability test was carried out using the Cronbach's Alpha calculation, which aims to ensure that each item in the questionnaire produces consistent results if used repeatedly.

Table 8. Reliability Test

VARIANS TOTAL											21,29604
VARIANS BUTIR	0,24288	0,398576	0,411234	0,88038	0,353797	0,698734	0,521519	0,551266	0,461867	0,89731	5,417563
						Nilai Cronbach Alpha					0,828452
						Standar					0,60
						Keterangan					Reliabel

$$r_{11} = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\Sigma\sigma b^2}{\sigma t^2}\right]$$

Keterangan:

r_{11} = reliabilitas instrumen

k = banyaknya butir pernyataan

$\Sigma\sigma b^2$ = jumlah varians butir

σt^2 = varians total

10
5,417563
21,29604

Jika nilai *Cronbach alpha* > 0,60 : Reliabel

Jika nilai *Cronbach alpha* < 0,60 : Tidak Reliabel

r_{11} =(10/(10-1))*((1-(5,417563/21,29604)))
r_{11} = 0,828452

Based on the results of the reliability calculation, the Cronbach's Alpha value was obtained at 0.828452, which is greater than the minimum threshold of 0.60. Therefore, this questionnaire can be categorized as reliable.

Table 9. Summary of Respondents' Answers on the Questionnaire

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Statement 1 (I think I would like to use the Mondly German application more often in learning German.)	0%	0%	1.3%	28.7%	70%
Statement 2 (I found the Mondly German application somewhat complicated to use.)	36.3%	53.8%	10%	0%	0%
Statement 3 (I feel the Mondly German application is easy to use for learning German.)	0%	1.3%	5%	50%	43.8%
Statement 4 (I feel I need help from others to use this application properly.)	53.8%	33.8%	6.3%	3.8%	2.5%
Statement 5 (I feel the features in Mondly German work well and support my learning.)	0%	0%	7.5%	57.5%	35%
Statement 6 (I feel there are some parts or features in this application that are inconsistent.)	56.3%	32.5%	7.5%	2.5%	1.3%
Statement 7 (I imagine most people can quickly understand how to use Mondly German.)	0%	0%	21.3%	47.5%	31.3%
Statement 8 (I feel the Mondly German application is quite confusing to use.)	55%	35%	7.5%	2.5%	0%
Statement 9 (I feel confident using the Mondly German application to learn German.)	0%	0%	13.6%	48.8%	37.5%
Statement 10 (I feel I need to study many things first before I can use this application smoothly.)	23.8%	47.5%	20%	6.3%	2.5%

Discussion

Based on the results of the questionnaire, students generally provided positive responses regarding the use of the Mondly German application. As shown in Statement 1, 70% of students strongly agreed that they would like to use Mondly German more frequently in their German language learning. This indicates a high level of interest and motivation among students to integrate the application into their learning activities. Regarding Statement 2, 53.8% of students disagreed and 36.3% strongly disagreed that the application was complicated to use, suggesting that the majority of students found the application easy to navigate. Similarly, for Statement 3, 50% agreed and 43.8% strongly agreed that the application is easy to use for learning German. This further confirms that students perceive Mondly German as a user-friendly learning tool. For Statement 4, 53.8% strongly disagreed and 33.8% disagreed that they needed assistance from others to use the application effectively, indicating that most students are able to use the application independently without external help. These findings highlight the application's support for autonomous learning in the classroom.

Statements 5 and 6 focused on the application's features and consistency. In Statement 5, 57.5% of students agreed and 35% strongly agreed that the features in Mondly German functioned well and supported their learning. Statement 6 showed that 56.3% strongly

disagreed and 32.5% disagreed that there were inconsistent features, demonstrating that the application is stable and reliable for learning purposes. Regarding Statement 7, 47.5% agreed and 31.3% strongly agreed that most people can quickly understand how to use Mondly German. This suggests that the application has an intuitive interface that facilitates rapid adoption. Statement 8 indicated that 55% strongly disagreed and 35% disagreed that the application was confusing to use, showing that students found the application clear and easy to understand. Statements 9 and 10 examined students' confidence and preparedness in using the application. For Statement 9, 48.8% agreed and 37.5% strongly agreed that they felt confident using Mondly German for learning German. Meanwhile, for Statement 10, 23.8% strongly disagreed and 47.5% disagreed that they needed to study many things beforehand to use the application effectively. These results indicate that students feel capable and confident in using the application without extensive prior preparation. Overall, these findings are consistent with the System Usability Scale (SUS) results, which showed an average score of 82.28, corresponding to a Grade B and an "Excellent" adjective rating. This score indicates high usability and user acceptability, confirming that Mondly German is an effective and well-received learning tool. The high SUS score and positive responses from the questionnaire suggest that the application is practical, consistent, user-friendly, and supportive of independent German language learning in the classroom.as.

CONCLUSION

Based on the analysis presented in the previous chapter, it can be concluded that sixth-semester students of the German Language Education program at Universitas Negeri Medan have a very positive perception of using the Mondly German learning media. This conclusion is supported by the results of the questionnaire analyzed through the four stages of the System Usability Scale (SUS) method, which yielded an average score of 82.28. This score corresponds to a Grade B, an adjective rating of "Excellent," and an acceptability range categorized as "High Acceptability," indicating a strong level of user acceptance. These results demonstrate that students perceive the Mondly German application as an effective, user-friendly, and consistent learning tool that supports independent study of the German language. In addition, all items in the questionnaire were declared valid and reliable (Cronbach's Alpha = 0.828), ensuring that the instrument consistently measures students' perceptions. Therefore, Mondly German is effective as a German language learning medium and can be used as an interactive and autonomous learning resource for students. However, this study has some limitations, as it focuses solely on sixth-semester students from a single German Language Education program at one university. As a result, the findings may not be generalizable to students from other programs, universities, or learning environments. Considering these findings and limitations, future research is recommended to explore the use of Mondly German across diverse student populations and educational contexts, including its integration with other digital learning tools. Moreover, further studies could examine the long-term impact of the application on students' German language proficiency and learning motivation, thereby providing more comprehensive evidence of its effectiveness in supporting language acquisition.

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