



E-Evaluation Development Using Hot Potatoes Software in English Subjects with Profession Material in Grade V of Elementary School Academic Year 2021/2022

Zurriyana Nainggolan¹, Eva Betty Simanjuntak², Dedek Oktavia
Nasution³, Hamka⁴

^{1,3,4} UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Medan, North Sumatra

² State University of Medan, Medan, North Sumatra

Article Info	Abstract
Received: 2026 - 06- 01 Revised: 2026 06-18 Accepted: 2026 06-30	<i>This study aimed to determine the feasibility and practicality of e-evaluation using Hot Potatoes software in English subjects on profession material for fifth-grade students at Elementary School. The research used a Research and Development (R&D) method with the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. The subjects of the study were fifth-grade students, while the object was the e-evaluation media developed using Hot Potatoes software. The results showed that the media was highly feasible, as indicated by media expert validation results of 89% and material expert validation results of 90%, both categorized as "very feasible." The practicality of the media was also proven through practitioner assessments, which obtained a score of 93% and were categorized as "very practical." In addition, student response questionnaires in small-group trials showed an average score of 91.6%, indicating that the media was very practical and easy to use. The field-trial results further showed an increase in students' learning outcomes, with the average pre-test score of 57.50 rising to a post-test average of 76.88 after the use of the Hot Potatoes-based e-evaluation. Therefore, it can be concluded that e-evaluation using Hot Potatoes software is feasible and practical for use in learning activities for fifth-grade students at Elementary School.</i>
Keywords: Development of E- Evaluation; Hot Potatoes Software; Research and Development.	
DOI: 10.24256/ideasv14i1.10885	
Corresponding Author: Zurriyana Nainggolan zurriyananainggolan@gmail.com UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Medan, North Sumatra	

1. Introduction

English is considered the first foreign language according to the Decree of the Minister of Education and Culture No. 096/1967. The selection of English as the first foreign language in Indonesia among other foreign languages is based on several considerations that Indonesian cannot be used as a means of communication with the outside world (Ceranic, 2013).

In the School-Level Curriculum (KTSP), English is a compulsory subject in elementary schools (SD/MI). English material is included in the KTSP curriculum and has been prepared by the government. Unlike the 2013 program, English lessons in elementary schools (SD/MI) were included as extracurricular activities, taking place outside of school hours. English lessons in the 2013 curriculum were not eliminated; they were simply not included in class hours, allowing them to be included in the school's extracurricular program.

English is an international language that is crucial to master. It is also one of the most widely spoken languages worldwide. In the Indonesian context, English has long held a strategic position in the national education system and continues to be a focus of ongoing research and policy development (Zein et al., 2020). Teaching English at the elementary level, including through online and technology-supported learning, also requires appropriate strategies and media to remain effective (Sudewiputri & Dewi, 2022). Recognizing the importance of English for the future, English learning should be implemented in schools as early as possible (Valentin et al., 2018). English learning integrates four skills: listening, speaking, reading, and writing, all of which must be implemented as a minimum in learning activities, determining success in all subject areas. Web-based learning models, such as those utilizing the Hot Potatoes application, have also been shown to support the improvement of students' language achievement (Fansury et al., 2018).

The development of Information and Communication Technology, often known as ICT, is currently very rapid in Indonesia. This accelerated development has impacted various fields. Education is one area inextricably linked to the impact of ICT development. Learning through the use or integration of ICT can simplify matters for both teachers and students by providing opportunities for dynamic and interactive learning (Windiastuti & Fridayani, 2021).

To realize good and advanced education, it is necessary to improve the learning process and quality learning evaluation, because the level of success or failure of an educational process can be seen from the results of the learning evaluation (Mardapi, 2012). To achieve effective learning evaluation results, teachers need practical and valid evaluation tools to achieve specific goals.

With the development of Industry 4.0, educators need to innovate to prepare graduates who are proficient in technological skills. These skills have transformed assessment methods from conventional methods to computer-based ones. This is demonstrated by the advent of computer-assisted tests. Technological proficiency demonstrates the ability to use digital technology to process data and information.

The shift toward computer-based assessment has also been reflected in national policy, such as the implementation of computer-based national assessments in elementary schools (Kharismawati, 2022). Moreover, the COVID-19 pandemic has accelerated the adoption of technology in teaching and learning activities (Saputri et al., 2021), encouraging the development of digital and mobile-based learning applications (Hashim et al., 2021). Computer-assisted testing offers convenience and innovation in understanding digital technology. Currently, computer-assisted tests taken during learning are assessed using computer-assisted assessment tools, websites, and multimedia (Dwi Yasa et al., 2020).

Online evaluation, or e-evaluation, is an assessment process using technology or internet-based access. It assesses students via the internet or virtual access. It can also be an alternative testing method. Online evaluation is an innovative alternative to conventional paper-based evaluation. E-evaluation also requires a more ongoing and systematic approach than traditional assessments. The implementation of online evaluation systems brings both opportunities and challenges that need to be carefully managed by educators (Fathurrochman, 2021). Online assessment offers both advantages and disadvantages. Some advantages of online assessment include providing immediate feedback and assessment, effective practice, and time savings. It also minimizes the use of paper, pencils, or pens. Furthermore, online assessment can save money on photocopying exam papers or worksheets.

A technology that has the potential to help achieve evaluation goals is the Hot Potatoes app-based e-evaluation. Hot Potatoes is an educational application that contains exercises (Anggoro & Arif, 2019). Online assessments based on the Hot Potatoes app can train critical and analytical thinking skills and improve student learning outcomes. The use of Hot Potatoes as a multimedia application has been shown to support the evaluation of learning at the school level (Susiati et al., 2019). Errors from the assessor are often caused by subjective influences and errors in adding up the evaluation results. This can be addressed with e-evaluation (Electronic Evaluation), which is integrated with an application that can automatically process and calculate student learning outcomes.

E-evaluation based on the Hot Potatoes app has several advantages, including making it easier for teachers to assess the learning process based on student characteristics, the learning environment, and student intellectual development. The Hot Potatoes app is a tool for creating question banks. This application includes six programs that can be used to create interactive learning materials on the web. This application program is equipped with practice questions and student activity sheets (containing answers and student activities), making it suitable for assessing learning in fifth grade in elementary schools. Hot Potatoes is software that teachers can use to create interactive exercises (Widyastuti, 2018). Training programs have also been conducted to familiarize teachers with the use of Hot Potatoes as a learning media (Syamsinar et al., 2020).

Based on the needs analysis at the school, the problem was that the evaluation tools used by teachers were still conventional and did not utilize existing school resources, namely laptops. Students were also unmotivated and uninterested during the evaluation process. Conventional evaluations were also deemed impractical because they required extensive equipment and teachers still needed time to manually calculate student scores. Some students still cheated during the learning evaluations, making it difficult for teachers to identify students' true abilities and identify material they felt they lacked understanding. Another factor considered in this study was that fifth-grade students were still unfamiliar with using computers. Meanwhile, they would soon face the Computer-Based School Exam (USBK) in sixth grade.

Given these issues, a computer-based classroom learning evaluation, specifically for fifth-grade students at SDN 200215 Padangsidimpuan, was needed. This was necessary so that fifth-grade students would become accustomed to working on computer-based evaluation questions and prepare for the Computer-Based School Exam (USBK) in sixth grade.

Based on the problem description above, the researcher is interested in conducting research on the development of an evaluation tool using Hot Potatoes software in English language learning, hoping to improve the practicality of the learning evaluation process. The evaluation tool in question is questions developed using Hot Potatoes software.

3. Method

This study employed a Research and Development (R&D) method to develop an e-evaluation tool for fifth-grade students at Elementary School in the 2021/2022 academic year. The research involved 22 students and was conducted at Elementary School, located on H. Ismail Harahap Street, South Padangsidimpuan District, Padangsidimpuan City, from June to July 2022. The data sources in this study included media experts, material experts, practitioner experts, and fifth-grade students. Both qualitative and quantitative data were collected in the research process. Qualitative data were obtained during the product validation stage through comments, suggestions, and feedback from media and material experts for improving the e-evaluation product. Meanwhile, quantitative data were gathered from product assessment scores to determine the validity and feasibility of the developed e-evaluation tool during the product trial stage.

This research and development study used the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was selected because it provides a systematic and coherent procedure that is widely used in developing instructional materials and learning products (Cahyadi, 2019). This model has also been applied effectively in developing interactive learning media for elementary school students (Sekarwangi et al., 2021). In the analysis stage, the researcher identified problems in the English

learning process, especially in evaluation activities. The analysis included teacher needs analysis, student analysis, and curriculum and material analysis through observations and interviews with the fifth-grade English teacher at Elementary School. In the design stage, the researcher prepared learning materials, indicators, objectives, lesson plans, and evaluation questions based on the curriculum and profession material in English subjects.

The e-evaluation was then designed using Hot Potatoes software by arranging backgrounds, questions, images, time settings, scores, and display features. In the development stage, the product was developed and tested through item analysis, including validity, reliability, difficulty level, and discrimination power tests. The researcher also created the e-evaluation product, validated the research instruments, and conducted validations by material experts, media experts, and practitioner experts to determine the feasibility and practicality of the product.

In the implementation stage, the validated e-evaluation was applied to fifth-grade students through small-group and field trials to measure student responses and product effectiveness based on learning outcomes. Finally, in the evaluation stage, the researcher analyzed the results of expert validations, student responses, small-group trials, and field trials to determine the validity, practicality, and effectiveness of the e-evaluation using Hot Potatoes software.

The data collection techniques used in this study included unstructured observation, structured interviews, questionnaires, multiple-choice tests using Hot Potatoes software, and documentation. The research instruments used in this study consisted of interview instruments, test instruments, and validation questionnaires for experts, teachers, and students.

The data analysis techniques used in this study consisted of qualitative and quantitative data analysis. Qualitative data were obtained from suggestions, comments, and feedback provided by media experts, material experts, and English teachers during the validation process. Meanwhile, quantitative data were collected from questionnaires completed by media experts, material experts, English teachers, and fifth-grade students. The questionnaires for experts and teachers were analyzed using a Likert scale with scores ranging from 1 to 5, while student responses were analyzed using a Guttman scale with "Yes" and "No" answers. The validity and practicality of the Hot Potatoes-based e-evaluation product were calculated using a percentage formula.

$$P = \frac{f}{N} \times 100\% \quad (1)$$

In addition, the quality of the test items was analyzed through validity, reliability, difficulty level, and discrimination tests using SPSS version 26.

3. Result

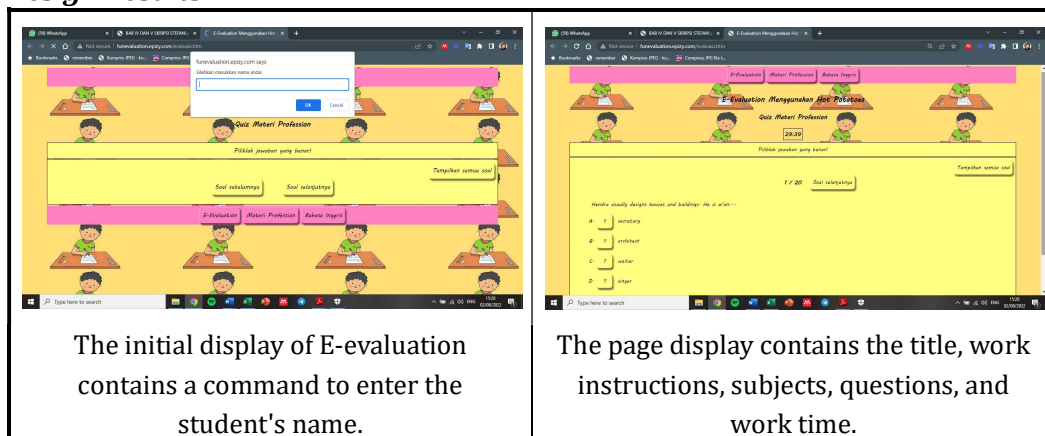
Analysis Results

The analysis stage showed that Elementary School had adequate technology facilities, such as laptops, internet access, and LED projectors, but these resources had not been optimally used in learning and evaluation activities. Based on interviews with the fifth-grade English teacher, the evaluation process was still conducted conventionally using printed worksheets, causing students to become less motivated and less interested during evaluations. Some students were also found cheating during tests, while teachers experienced difficulties in managing the class and checking students' answers manually.

Student analysis further revealed that students tended to memorize learning materials rather than understand concepts, showed low motivation during evaluations, and often depended on their classmates' answers. Therefore, a more attractive and technology-based evaluation medium was needed to improve students' motivation, participation, and understanding. The development of innovative learning media has been shown to increase students' interest and improve their learning outcomes (Rosalina et al., 2022).

As a solution, an e-evaluation using Hot Potatoes software was developed for profession material in English subjects. In addition, the curriculum analysis indicated that the school implemented the 2013 Curriculum, with English as a local content subject. The material analysis focused on profession material by identifying the basic competencies, indicators, learning objectives, and evaluation items that became the basis for developing the e-evaluation product.

Design Results



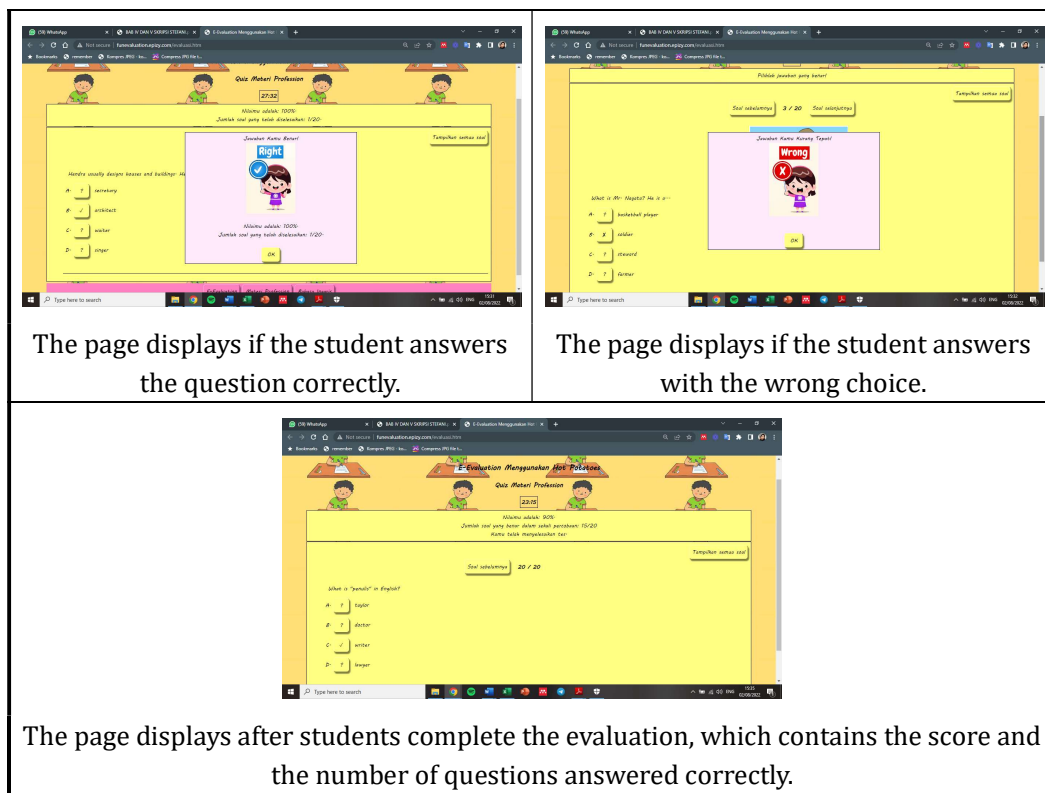


Figure 1. E-Evaluation Design Plan

Development Results

Test Item Quality

Table 1. Item Validity Results

No	Validity Level	Classification
1	0.443	Fairly Valid
2	0.484	Fairly Valid
3	0.119	Invalid
4	0.622	Valid
5	0.551	Fairly Valid
6	0.288	Less Valid
7	0.712	Valid
8	0.623	Valid
9	0.668	Valid
10	0.442	Fairly Valid
11	0.581	Fairly Valid
12	0.429	Fairly Valid
13	0.340	Less Valid
14	0.690	Valid
15	0.545	Valid
16	0.545	Valid
17	0.690	Valid

18	0.319	Less Valid
19	0.450	Fairly Valid
20	0.350	Less Valid
21	0.690	Valid
22	0.422	Fairly Valid
23	0.655	Valid
24	0.690	Valid
25	0.690	Valid

Based on the table 1 above, it can be seen that the number of questions in the valid category is 12 questions, the number of questions in the fairly valid category is 8 questions, and the number of invalid questions is 5 questions.

After conducting the validity test and identifying the validity level of each test item, a reliability test was carried out to measure the consistency of the test. In this stage, only the valid items, namely items number 1, 2, 4, 5, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19, 21, 22, 23, 24, and 25, were included in the reliability analysis. The reliability test was conducted using SPSS version 26 and produced a reliability coefficient of 0.765, which falls within the coefficient interval of 0.60–0.79 and is categorized as “High.” Therefore, it can be concluded that the test items are reliable and suitable for use in the e-evaluation.

Table 2. Results of the Distinguishing Power of Question Items

No	Difficulty Level	Classification
1	0.70	Moderate
2	0.85	Easy
4	0.85	Easy
5	0.75	Easy
7	0.70	Moderate
8	0.80	Easy
9	0.70	Moderate
10	0.70	Moderate
11	0.70	Moderate
12	0.70	Moderate
14	0.85	Easy
15	0.80	Moderate
16	0.90	Easy
17	0.75	Moderate
19	0.80	Easy
21	0.70	Moderate
22	0.85	Easy
23	0.80	Easy
24	0.70	Moderate
25	0.75	Easy

Based on Table 2 above, it is known that the discriminatory power of the 20 test questions falls into the sufficient, good, and excellent categories. Nine questions fall into the sufficient category, 10 into the good category, and one into the excellent category.

E-Evaluation Product Development Using Hot Potatoes Software

Table 3. Percentage of Values for Phase I Media Expert Assessment Aspects

No	Aspect	Total Score	Percentage	Criteria
1	Presentation	12	80%	Feasible
2	Content Design	19	76%	Feasible
3	Design	18	72%	Feasible
4	Ease of Use	16	80%	Feasible
Average			76%	Feasible

Based on Table 3, the assessment of the four aspects—presentation, content design, design, and ease of use—produced percentages of 80%, 76%, 72%, and 80%, respectively, with an overall average of 76%. Based on these results, the e-evaluation developed using Hot Potatoes software is categorized as “Feasible,” although it requires minor revisions. The material expert provided several suggestions for improvement: (1) the system should automatically move to the next question after an answer is submitted without requiring students to click the “next question” button, (2) the font size should be enlarged to improve readability, and (3) information about the researcher should be added at the top of the evaluation interface.

Table 4. Percentage of Values for Phase II Media Expert Assessment Aspects

No	Aspect	Total Score	Percentage	Criteria
1	Presentation	14	93%	Very Feasible
2	Content Design	22	88%	Very Feasible
3	Design	22	88%	Very Feasible
4	Ease of Use	18	90%	Very Feasible
Average			89%	Very Feasible

Based on Table 4, the assessment of the four aspects—presentation, content design, design, and ease of use—showed percentages of 93%, 88%, 88%, and 90%, respectively, with an overall average of 89%. Based on these results, the e-evaluation developed using Hot Potatoes software is categorized as “Very Feasible.”

Table 5. Percentage of Expert Assessment Aspect Values for Stage I Material

No	Aspect	Total Score	Percentage	Criteria
1	Presentation	24	80%	Feasible
2	Content Quality	20	80%	Feasible
3	Construction	12	80%	Feasible
4	Usage	7	70%	Feasible

Average	78%	Feasible
----------------	------------	-----------------

Based on Table 5, the assessment of the four aspects—presentation, content quality, construction, and usage—showed percentages of 80%, 80%, 80%, and 70%, respectively, with an overall average of 78%. Based on these results, the e-evaluation developed using Hot Potatoes software is categorized as “Feasible,” although it requires minor revisions. The material expert provided several suggestions for improvement, namely: (1) simplifying the sentence in question number 1 to make it easier for students to understand, and (2) adding an image to question number 10 to help students better comprehend the dialogue presented in the item.

Table 6. Percentage of Expert Assessment Aspect Values for Stage II Material

No	Aspect	Total Score	Percentage	Criteria
1	Presentation	28	93%	Very Feasible
2	Content Quality	25	100%	Very Feasible
3	Construction	12	80%	Feasible
4	Usage	7	70%	Feasible
Average			90%	Very Feasible

Based on Table 6, the assessment of the four aspects—presentation, content quality, construction, and usage—showed percentages of 93%, 100%, 80%, and 70%, respectively, with an overall average of 90%. Based on these results, the e-evaluation developed using Hot Potatoes software is categorized as “Very Feasible.”

Table 7. Percentage of Expert Assessment Aspect Values for Practicality

No	Aspect	Total Score	Percentage	Criteria
1	Display Feasibility	46	92%	Very Feasible
2	Tool Feasibility	38	95%	Very Feasible
Average			93%	Very Feasible

Based on Table 7, the assessment of the two aspects—display feasibility and tool feasibility—showed percentages of 92% and 95%, respectively, with an overall average of 93%. Based on these results, the e-evaluation developed using Hot Potatoes software is categorized as “Very Practical.”

Implementation Results

Table 8. Results of Student Response Questionnaire in Small Group Trial

No	Respondent	f	N
1	R1	10	10
2	R2	8	10
3	R3	9	10
4	R4	9	10
5	R5	9	10

6	R6	10	10
Total		55	60
Percentage		92%	100%

Table 8 above shows that the results of student responses in small group trials of e-evaluation using Hot Potatoes software amounted to 91.6% and are included in the "Very Practical" category and can be used in field trials.

Table 9. Field Trial Evaluation Results

No	Respondent	Pre-test	Description	Post-test	Description
1	R1	60	Not Completed	85	Completed
2	R2	60	Not Completed	80	Completed
3	R3	70	Completed	85	Completed
4	R4	70	Completed	90	Completed
5	R5	40	Not Completed	75	Completed
6	R6	55	Not Completed	85	Completed
7	R7	65	Completed	80	Completed
8	R8	60	Not Completed	80	Completed
9	R9	45	Not Completed	55	Not Completed
10	R10	70	Completed	80	Completed
11	R11	75	Completed	90	Completed
12	R12	40	Not Completed	60	Not Completed
13	R13	50	Not Completed	75	Completed
14	R14	60	Not Completed	80	Completed
15	R15	35	Not Completed	50	Not Completed
16	R16	65	Completed	80	Completed
Average		57.50		76.88	

Based on Table 9, it can be concluded that there is a significant difference between students' learning outcomes in the pre-test using conventional evaluation and the post-test using e-evaluation with Hot Potatoes software. The average pre-test score was 57.50, while the average post-test score increased to 76.88 after using the e-evaluation. This indicates that the implementation of Hot Potatoes-based e-evaluation has a positive impact on improving students' learning outcomes, showing a clear difference between the results before and after the treatment. This finding aligns with previous research showing that appropriate learning methods and media can improve elementary school students' learning outcomes in English (Yusuf et al., 2023).

Evaluation Results

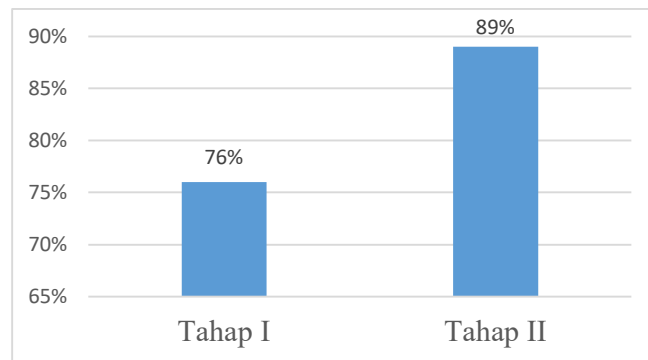


Figure 2. Media Expert Validation Assessment Results Diagram

Based on Diagram 2 above, the results of the media expert validation in stage I obtained a percentage of 76%, categorized as "Feasible." In stage II, the percentage obtained was 89%, categorized as "Very Feasible." Therefore, the e-evaluation using the Hot Potatoes software is declared suitable for use.

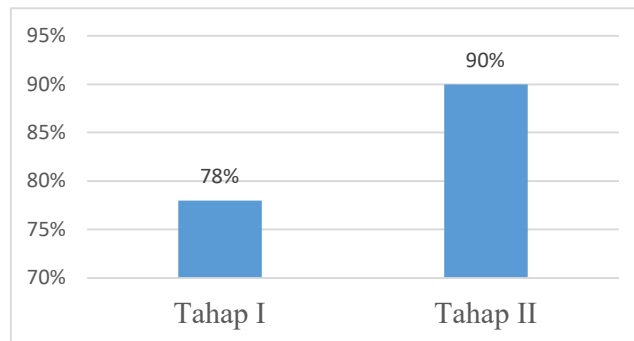


Figure 3. Diagram of Material Expert Validation Assessment Results

Diagram 3 above shows that the validation results from the material experts in stage I were 78%, falling into the "Feasible" category. The validation results in stage II were 90%, falling into the "Very Feasible" category. Therefore, the e-evaluation using the Hot Potatoes software was declared suitable for use.

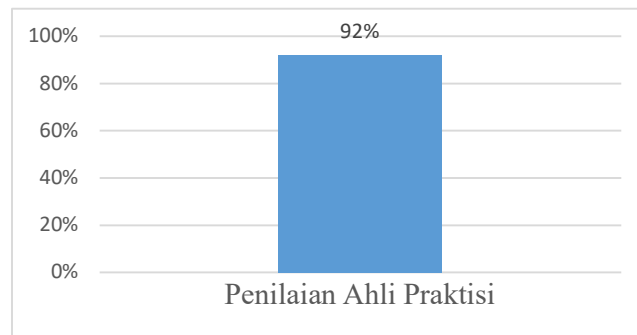


Figure 4. Expert Practitioner Validation Assessment Results Diagram

Based on Diagram 4, the expert practitioner validation percentage was 93%,

falling into the "Very Practical" category. Therefore, the e-evaluation using the Hot Potatoes software is considered practical.

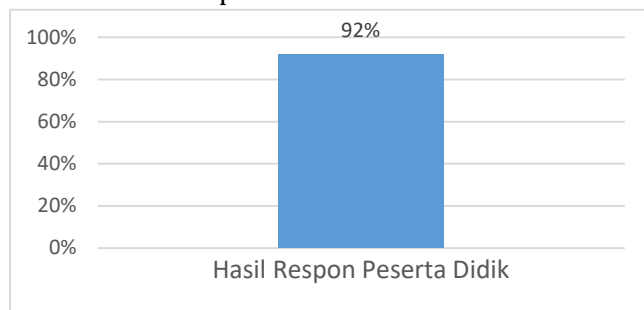


Figure 5. Student Response Results Diagram

Based on Diagram 5, the student response rate was 92%, falling into the "Very Practical" category. Therefore, the e-evaluation using the Hot Potatoes software is considered practical.

5. Discussion

Feasibility of E-Evaluation Using Hot Potatoes Software

The feasibility of the e-evaluation using Hot Potatoes software was determined through validation by media and material experts. The validation results are described as follows: (1) the media expert validation conducted by Mr. Andes Fuady Dharma Harahap, S.Kom., M.Kom. on July 17, 2022, obtained a percentage of 76% in the "Feasible" category with revisions required; the second validation on July 18, 2022 increased to 89%, categorized as "Very Feasible" without revision. (2) The material expert validation conducted by Ms. Happy Sri Rezeki Purba, S.S., M.Hum. on July 12, 2022 obtained a score of 78% in the "Feasible" category with revisions required; the second validation on July 14, 2022 increased to 90%, categorized as "Very Feasible" without revision.

Based on these results, the average feasibility percentage of the e-evaluation is 89%, which falls into the "Very Feasible" category. This finding is consistent with previous research by Dwi Yasa, Suastika, and Siti Alisa (2020), which reported material expert validation of 84.6% and media expert validation of 89.5%, both categorized as "Very Feasible." Therefore, it can be concluded that the e-evaluation using Hot Potatoes software is highly feasible to be used as a learning evaluation tool in English subjects on profession material for fifth-grade students at Elementary School.

Practicality of E-Evaluation Using Hot Potatoes Software

The practicality of the e-evaluation using Hot Potatoes software was obtained through validation by a practitioner expert and student responses. The practicality results are described as follows: (1) practitioner validation conducted by Ms. Penina Gultom, S.Pd. on July 15, 2022 obtained a percentage of 93% and was categorized as "Very Practical," with no revisions required. (2) A small-group trial

involving six fifth-grade students of Elementary School was conducted on July 19, 2022. The student response questionnaire resulted in a percentage of 91.6%, indicating that the e-evaluation was “Very Practical” to use as a learning assessment tool.

Based on these findings, the average practicality score of the e-evaluation using Hot Potatoes software was 92.5%, which falls into the “Very Practical” category. This result is consistent with the study by Iesyah Rodliyah and Sari Saraswati (2020), which reported positive respondent evaluations with an average score of 80% across practicality aspects, also categorized as “Very Practical.” Therefore, it can be concluded that the e-evaluation using Hot Potatoes software is highly practical for use as a learning evaluation tool.

6. Conclusion

Based on the research and development of the E-Evaluation using Hot Potatoes Software in English Subject on Profession Material for Grade V at Elementary School in the 2021/2022 academic year, several conclusions were obtained. First, the feasibility of the e-evaluation was determined through validation by media experts with a final percentage of 89%, categorized as “Very Feasible,” and by material experts with a final score of 90%, also categorized as “Very Feasible.” Second, the practicality of the e-evaluation was determined through validation by a practitioner expert and student responses. The practitioner validation obtained a percentage of 93%, categorized as “Very Practical,” while the student response questionnaire in the small-group trial obtained a percentage of 91.6%, also categorized as “Very Practical.”

Based on the results of the study, several suggestions can be given. First, for teachers, the e-evaluation using Hot Potatoes software can be further developed for different subjects or learning materials. Teachers are expected to be more creative in utilizing evaluation tools that suit students’ needs and technological developments so that students become more interested in participating in assessment activities. Second, for schools, the e-evaluation using Hot Potatoes software can be used as a reference in developing and implementing technology-based learning evaluation tools. Third, for future researchers, it is expected that the e-evaluation using Hot Potatoes software can be further developed by utilizing all available features, and this study can serve as a reference for developing IT-based learning evaluation tools in education.

7. References

- Anggoro, S., & Arif, M. (2019). The Effect of Using Hot Potatoes Application in Teaching Descriptive Text. *MOTORIC*, 2, 25–33. <https://doi.org/10.31090/paudmotoric.v2i1.713>
- Bani, M., & Masruddin, M. (2021). Development of Android-based harmonic oscillation pocket book for senior high school students. *JOTSE: Journal of*

- Technology and Science Education, 11(1), 93-103.
- Cahyadi, R. A. H. (2019). Pengembangan Bahan Ajar Berbasis Addie Model: Addie Model-Based Teaching Material Development. *Halaqa: Islamic Education Journal*, 3(1), 35-42. <https://doi.org/10.21070/halaqa.v3i1.2124>
- Ceranic, H. (2013). *Panduan Bagi Guru Bahasa Inggris*. Erlangga.
- Dwi Yasa, A., Suastika, K., & Siti Alisa Nur Zubaidah, R. (2020). Pengembangan E-Evaluation Berbasis Aplikasi Hot Potatoes Untuk Siswa Kelas V Sekolah Dasar. *Jurnal Ilmiah Sekolah Dasar*, 4(1), 26-32.
- Fansury, A. H., Agreani, A. V., & Lutfin, N. (2018). Web-Based Learning Model Using Hot Potatoes Applications to Increase Language Student Achievement. *PEOPLE: International Journal of Social Sciences*, 4(2), 1546-1553. <https://doi.org/10.20319/pijss.2018.42.15461553>
- Fathurrochman, I. (2021). Online Evaluation System in the Pandemic Disruption in Madrasah: Opportunities and Challenges Based on Qualitative Report. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 6(2), 184-197. <https://doi.org/10.25217/ji.v6i2.983>
- Furwana, D., Muin, F. R., Zainuddin, A. A., & Mulyani, A. G. (2024). Unlocking the Potential: Exploring the Impact of Online Assessment in English Language Teaching. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(1), 653-662.
- Hashim, H. U., Yunus, M. M., & Norman, H. (2021). Pandemic-Themed Mobile Learning Application for Young ESL Learners. *International Journal of Interactive Mobile Technologies*, 15(13), 17-27. <https://doi.org/10.3991/ijim.v15i13.22897>
- Kharismawati, S. A. (2022). Evaluation of the implementation of the computer based national assessment in remote elementary schools. *Ideguru: Jurnal Karya Ilmiah Guru*, 7(2), 197-204. <https://doi.org/10.51169/ideguru.v7i2.372>
- Mardapi, D. (2012). *Pengukuran, Penilaian, dan Evaluasi Pendidikan*. Nuha Litera.
- Rodliyah, I., & Saraswati, S. (2020). Pengembangan Instrumen Evaluasi Soal Pilihan Ganda Berbasis Hot Potatoes Pada Mata Kuliah Statistik. *SIGMA*, 6(1), 78-86. <https://doi.org/10.53712/sigma.v6i1.875>
- Rosalina, F., Asmarani, R., & Faizi, A. (2022). Development of pop-up book media in Pancasila learning to improve student learning outcomes. *Indonesian Journal of Primary Science Education*, 3(2), 1-10. <https://doi.org/10.33752/ijpse.v3i2.3567>
- Saputri, E. A., Miftakh, F., & Samsi, Y. S. (2021). The Impact of The Covid-19 Pandemic in Teaching and Learning Activity. *English Education: Jurnal Tadris Bahasa Inggris*, 14(2), 320-335. <https://doi.org/10.24042/ee-jtbi.v14i2.9783>
- Sekarwangi, T., Sartono, K. E., Mustadi, A., & Abdullah, A. (2021). The Effectiveness of Problem Based Learning-Based Interactive Multimedia for Elementary School Students. *International Journal of Elementary Education*, 5(2), 308-

314. <https://doi.org/10.23887/ijee.v5i2.31603>
- Sudewiputri, M. P., & Dewi, M. S. A. (2022). Teacher's Perspective: Implementation of Online Learning During the Covid-19 Pandemic. *International Journal of Elementary Education*, 6(2), 333–340. <https://doi.org/10.23887/ijee.v6i2.46598>
- Susiati, S., Iye, R., & Suherman, L. O. A. (2019). Hot Potatoes Multimedia Applications in Evaluation of Indonesian Learning In SMP Students in Buru District. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(4), 556–570. <https://doi.org/10.34050/els-jish.v2i4.8455>
- Syamsinar, S., Marlina, R., Fachruddin, A., Mas'ud, B., & Selvianah, S. (2020). Pengabdian Pelatihan Media Pembelajaran Hot Potatoes Bagi Guru Di Madrasah Aliyah Ddi Ihyaul Ulum Baruga Majene: Pelatihan Hot Potatoes. *Abdimas Toddopuli: Jurnal Pengabdian Pada Masyarakat*, 1, 117–124. <https://doi.org/10.30605/atjpm.v1i2.261>
- Valentin, C. F., Muliarsi, D. N., & Ananthia, W. (2018). DEVELOPING STUDENTS' CRITICAL WRITING SKILLS OF ELEMENTARY SCHOOL BY USING VOCABULARY CHART. *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru*, 10(2), 148–153. <https://doi.org/10.17509/eh.v10i2.10870>
- Widyastuti, M. (2018). Pelatihan Penggunaan Media Elektronik Hot Potatoes Pada Tenaga Pengajar Bimbingan Belajar Omega. *Faktor: Jurnal Ilmiah Kependidikan*, 5(3), 213–218. <https://doi.org/10.30998/fjik.v5i3.2821>
- Windiastruti, E., & Fridayani, H. D. (2021). An Evaluation of the Education Policy of the Republic of Indonesia concerning the Use of Information, Communication and Technology: (Case Study: Use of E-learning in kindergartens Before and After Covid-19 Pandemic in Yogyakarta, Indonesia). *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, 4(02), 36–48. <https://doi.org/10.31849/paud-lectura.v4i02.5957>
- Yusuf, F., Usman, H., & Irfan, M. (2023). The Use of Drill Method to Improve Elementary School Students' Learning Outcomes in Vocabulary. *JETLEE: Journal of English Language Teaching, Linguistics, and Literature*, 3, 13–21. <https://doi.org/10.47766/jetlee.v3i1.1137>
- Zein, S., Sukyadi, D., Hamied, F., & Lengkanawati, N. (2020). English language education in Indonesia: A review of research (2011–2019). *Language Teaching*, 53, 1–33. <https://doi.org/10.1017/S0261444820000208>