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Developing QuizWhizzer-Based Learning Evaluation for Fictional Text Materials in Elementary School

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Abstract

This study aimed to develop QuizWhizzer-based learning evaluation for fictional text materials in elementary school. The study employed a Research and Development (R&D) approach using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. The research was conducted at SD Negeri 54 Salupikung involving one classroom teacher and 16 sixth-grade students. Data were collected through observation, interviews, questionnaires, and documentation. The developed product was validated by media experts, material experts, and language experts, while practicality data were obtained through teacher and student response questionnaires. The results showed that the QuizWhizzer-based learning evaluation obtained an average validity score of 87% and was categorized as very valid. The practicality test results indicated that student responses reached 95.8% and teacher responses reached 94%, both categorized as very practical. In addition, the average student evaluation score reached 87.5, with 15 students achieving the minimum mastery criteria. These findings indicate that the QuizWhizzer-based learning evaluation is valid and practical for use in Indonesian language learning, particularly for fictional text materials in elementary school. Therefore, QuizWhizzer can be used as an alternative digital evaluation media to support interactive and engaging learning evaluation processes in elementary education.

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Introduction

Learning evaluation is an essential component of the educational process because it functions to measure students' understanding, learning achievement, and the effectiveness of instructional activities. In the context of 21st-century education, learning evaluation is no longer limited to measuring learning outcomes, but also plays an important role in increasing students' motivation, participation, and engagement during the learning process. The rapid development of digital technology encourages teachers to design innovative and interactive evaluation activities that are relevant to students' characteristics and learning needs. Therefore, integrating digital technology into learning evaluation has become one of the important strategies to create more effective and meaningful learning experiences.

In elementary school education, Indonesian language learning requires evaluation activities that are able to support students' literacy development and comprehension skills. One of the important materials in Indonesian language learning is fictional text material, which aims to improve students' abilities in understanding story elements such as characters, plot, setting, conflict, and moral values. However, learning evaluation on fictional text materials is often conducted conventionally through written tests and worksheets, resulting in low student engagement during evaluation activities. Conventional evaluation methods tend to create monotonous learning situations that reduce students' interest and participation in learning.

This problem was also found at SD Negeri 54 Salupikung. Based on preliminary observations and interviews with the classroom teacher, learning evaluation in Indonesian language subjects was still dominated by conventional written tests. Teachers had not yet utilized interactive digital evaluation media in classroom learning. As a result, students tended to feel bored and less enthusiastic during evaluation activities, particularly in fictional text learning. In addition, the manual evaluation process required more time for teachers to assess students' answers and provide feedback. These conditions indicate the need for innovative evaluation media that can create more interactive and engaging learning evaluation activities.

The development of educational technology has encouraged the implementation of gamification in learning and evaluation activities. Gamification refers to the integration of game elements into learning processes in order to increase students' motivation and engagement. One digital platform that can be used for learning evaluation is QuizWhizzer. QuizWhizzer is a game-based quiz platform that allows students to answer questions interactively through attractive visual displays, scoring systems, leaderboards, and competitive learning environments. The use of QuizWhizzer is considered capable of creating enjoyable evaluation activities while maintaining students' focus and participation during the learning process.

Several previous studies have reported that digital game-based learning media can improve students' motivation, participation, and learning outcomes. Research on QuizWhizzer revealed that the platform effectively supports interactive learning activities and creates enjoyable classroom environments. In addition, digital evaluation media were found to help teachers conduct more efficient evaluation processes and improve students' engagement in classroom learning. These findings indicate that technology-based

evaluation media have significant potential to support learning activities in elementary schools.

However, previous studies mainly focused on the use of QuizWhizzer as a general learning medium and on improving students' learning motivation. Studies specifically developing QuizWhizzer-based learning evaluation for fictional text materials in elementary schools are still limited. In addition, the development of digital learning evaluation in Indonesian language subjects, particularly for fictional text materials, has not been widely conducted using a systematic instructional development model. Therefore, further research is needed to develop digital learning evaluation media that are suitable for students' characteristics and instructional needs in elementary schools.

This study focuses on developing QuizWhizzer-based learning evaluation for fictional text materials in elementary school using the ADDIE development model. The novelty of this study lies in the development of a digital learning evaluation product specifically designed for fictional text materials in Indonesian language learning at the elementary school level. Therefore, this study aims to develop QuizWhizzer-based learning evaluation and examine the validity and practicality of the developed product in supporting Indonesian language learning in elementary schools.

Method

This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. The model was used to develop QuizWhizzer-based learning evaluation for fictional text materials in elementary school.

The study was conducted at SD Negeri 54 Salupikung, Palopo City, South Sulawesi, Indonesia. The participants consisted of one classroom teacher and 16 sixth-grade students. The object of the study was QuizWhizzer-based learning evaluation in Indonesian language learning, particularly on fictional text materials.

At the analysis stage, the researcher identified learning needs and problems related to the evaluation process through observation and interviews with the classroom teacher. The design stage involved preparing evaluation indicators, developing question grids, and designing the QuizWhizzer-based evaluation display. During the development stage, the product was created and validated by media experts, material experts, and language experts to determine its feasibility. The validated product was then implemented in classroom learning to examine its practicality. Finally, the evaluation stage was conducted to assess the quality of the developed product based on validation and user responses.

Data were collected through observation, interviews, questionnaires, and documentation. Qualitative data were obtained from observations, interviews, and validator suggestions, while quantitative data were collected from expert validation sheets and teacher and student response questionnaires. The data were analyzed using descriptive percentage analysis to determine the validity and practicality levels of the developed product.

Results

The development of QuizWhizzer-based learning evaluation for fictional text materials in elementary school was conducted using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. The analysis stage revealed that the evaluation process in Indonesian language learning at SD Negeri 54 Salupikung was still conducted conventionally through written tests, causing students to become less active and easily bored during evaluation activities. In addition, teachers had not utilized interactive digital evaluation media in classroom learning.

Based on the needs analysis, the researcher developed QuizWhizzer-based learning evaluation for fictional text materials for sixth-grade elementary school students. The developed product was then validated by media experts, material experts, and language experts to determine its feasibility. The validation results are presented in Table 1.

Table 1. Validation Results of QuizWhizzer-Based Learning Evaluation

Validator	Percentage	Category
Media Expert	90%	Very Valid
Material Expert	92%	Very Valid
Language Expert	81%	Very Valid
Average	87%	Very Valid

Table 1 shows that the QuizWhizzer-based learning evaluation obtained an average validation score of 87%, indicating that the developed product was categorized as very valid and feasible for use in Indonesian language learning on fictional text materials.

The validated product was subsequently implemented with 16 sixth-grade students at SD Negeri 54 Salupikung. The results of students' learning evaluation are presented in Table 2.

Table 2. Students' Learning Evaluation Results

Indicator	Result
Average Score	87.5
Students Achieving Mastery	15
Students Not Achieving Mastery	1

As presented in Table 2, the average student score reached 87.5, with 15 students achieving the minimum mastery criteria and only one student not achieving mastery. These findings indicate that the QuizWhizzer-based learning evaluation could be effectively implemented in fictional text learning at the elementary school level.

Furthermore, practicality testing was conducted to determine the usability of the developed product based on teacher and student responses. The practicality test results are shown in Table 3.

Table 3. Practicality Test Results of QuizWhizzer-Based Learning Evaluation

Respondent	Percentage	Category
Students	95.8%	Very Practical
Teacher	94%	Very Practical

Based on Table 3, the practicality test results indicate that the QuizWhizzer-based learning evaluation obtained very practical criteria from both teacher and student responses. Therefore, the developed product was considered valid and practical for use in Indonesian language learning on fictional text materials in elementary school.

Discussion

The findings of this study indicate that the QuizWhizzer-based learning evaluation for fictional text materials in elementary school was categorized as very valid and very practical for classroom implementation. The high validity score demonstrates that the developed product fulfilled the aspects of material suitability, media design, and language appropriateness. This finding suggests that digital learning evaluation media should integrate instructional content, visual presentation, and students' characteristics in order to produce effective evaluation tools for elementary school learning environments.

The practicality results also revealed that the use of QuizWhizzer created a more interactive and engaging evaluation process for students. Students showed greater enthusiasm and participation during evaluation activities because the platform provided game elements, attractive visual displays, scoring systems, and competitive learning experiences. These findings support the concept of gamification in education, which emphasizes that integrating game-based elements into learning activities can increase students' motivation and engagement during classroom instruction.

The results of this study are consistent with previous studies reporting that QuizWhizzer and other game-based digital media can improve students' learning motivation, classroom participation, and learning experiences. Digital evaluation media enable students to participate actively in learning activities rather than passively completing conventional written tests. In addition, enjoyable learning environments created through gamification may help students maintain focus and improve their comprehension of instructional materials, including fictional text materials in Indonesian language learning.

The students' evaluation results also demonstrated that most students achieved the minimum mastery criteria, with an average score of 87.5. These findings indicate that the developed QuizWhizzer-based learning evaluation could effectively support the learning process in fictional text materials. Interactive digital evaluation not only functions as an assessment tool but also contributes to students' learning experiences by creating meaningful and enjoyable evaluation activities.

In addition to benefiting students, the use of QuizWhizzer also supported teachers in conducting more efficient evaluation processes. Teachers were able to obtain students' scores automatically without manually checking written tests, thereby reducing evaluation time and improving instructional efficiency. This finding confirms that digital evaluation media can assist teachers in implementing technology-integrated learning practices that are relevant to 21st-century educational demands.

The novelty of this study lies in the development of QuizWhizzer-based learning evaluation specifically designed for fictional text materials in elementary school using the ADDIE development model. Previous studies mainly focused on the use of QuizWhizzer as a general learning medium or as a tool to increase students' motivation. In contrast, this study specifically developed a digital learning evaluation product for Indonesian language learning in elementary school. Therefore, this study contributes to the development of

technology-based learning evaluation media, particularly in Indonesian language instruction for elementary school students.

Conclusion

This study developed QuizWhizzer-based learning evaluation for fictional text materials in elementary school using the ADDIE development model. The findings revealed that the developed product achieved a very valid category based on expert validation results and a very practical category based on teacher and student responses. These results indicate that the QuizWhizzer-based learning evaluation is feasible and practical for use in Indonesian language learning at the elementary school level.

The implementation of QuizWhizzer-based learning evaluation also created more interactive and engaging evaluation activities for students. The integration of game elements, visual displays, and scoring systems increased students' participation and enthusiasm during the evaluation process. In addition, the developed product supported teachers in conducting more efficient and technology-integrated learning evaluation activities.

This study was limited to the development of learning evaluation for fictional text materials in one elementary school setting. Therefore, future studies are recommended to involve broader research participants, different learning materials, and various educational levels. Further research may also examine the effectiveness of QuizWhizzer-based learning evaluation in improving students' learning outcomes and literacy skills in elementary education.

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