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Kahoot! as innovation gamification for examination

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ABSTRACT

The learning process is an essential part of education, as it aims to equip students with experiential abilities, moral understanding, and skills, enabling positive developments in their learning journey. Success in the learning process serves as a benchmark for achieving learning goals. An evaluation or assessment process is necessary to determine the achievement of learning objectives. Evaluation in learning holds significant strategic meaning in education. Learning evaluation aims to assess the development of students' learning outcomes after participating in the learning process. Evaluation is also conducted to determine the effectiveness and efficiency of the methods employed by the teacher during the learning process. The research method used in this study is qualitative research with a descriptive content analysis approach. The critical role of learning evaluation is not only defined by the system and characteristics of educators but also by the objectives, functions, principles, validity, and reliability of the evaluation tools used, which can influence the evaluation process in learning.

ABSTRAK

Proses pembelajaran merupakan bagian terpenting dalam pendidikan sebagai salah satu upaya untuk membekali diri peserta didik dengan kemampuan-kemampuan yang bersifat pengalaman, pemahaman moral dan keterampilan supaya peserta didik dapat mengalami perkembangan yang bersifat positif. Keberhasilan dalam proses pembelajaran menjadi tolak ukur tercapainya suatu tujuan dalam pembelajaran. Untuk mengetahui tercapainya suatu tujuan pembelajaran, maka perlu dilakukan proses evaluasi atau penilaian. Evaluasi dalam pembelajaran memiliki arti penting dan strategis dalam pendidikan. Secara garis besar, evaluasi pembelajaran memiliki tujuan untuk mengetahui perkembangan hasil belajar peserta didik setelah mengikuti proses pembelajaran. Evaluasi juga dilakukan untuk mengetahui tingkat efektivitas dan efisiensi metode yang digunakan guru selama proses pembelajaran. Metode penelitian yang digunakan termasuk jenis penelitian kualitatif dengan pendekatan analisis isi bersifat deskriptif. Peran penting pada evaluasi pembelajaran tidak hanya dapat dilihat dari pendekatan dan karakteristik pendidik. Evaluasi pembelajaran ini memiliki peran penting dari tujuan, fungsi, prinsip, validitas, dan reliabilitas alat evaluasi pembelajaran juga dapat mempengaruhi proses evaluasi dalam pembelajaran.

Kata Kunci: Evaluasi; evaluasi pembelajaran; pembelajaran daring

INTRODUCTION

Learning can develop if, in the process, an educator knows and understands the needs of his students. One way that can be done by educators to find out the results or achievements of their students is to carry out learning evaluations. Evaluation of learning can provide insight into the success and progress of the learning process that has been implemented (Mahirah, 2017). This shows that with learning evaluation, educators can find out the progress or backwardness of a learning process and can be used as a benchmark in improving the learning process in the future, so this learning evaluation must be carried out continuously.

The teacher as an educator must understand the nature, purpose, type, and procedure of implementing learning evaluation. This is necessary to ensure that the evaluation is carried out well and following the principles of learning evaluation. Ulfah & Suryantoro (2021) explained that evaluation is essential in implementing learning to assess students' consequences towards learning plans. There is also a need to simplify KI/KD and prepare lesson plans that are adjusted to a predetermined time allocation (Nurlatifah, 2022). Based on this, learning evaluation is carried out to determine the abilities that have been achieved by using tests in the form of pretest and posttest. This study shows that the test is quite effective in improving student learning outcomes so that students develop cognitive skills in understanding the material.

The issuance of Surat Edaran Nomor 4 tahun 2020 concerning Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Coronavirus Disease (COVID-19), which requires students to carry out online learning from home, causes a change in students' interest in learning. This online learning from home illustrates that students feel bored because they do not meet their friends and teachers face to face (Yunitasari & Hanifah, 2020). Based on this, learning evaluation needs to be carried out to support effective and efficient digital learning. Teachers are expected to improve their abilities by participating in various trainings and collaborating between teachers and parents in learning evaluations (Hastowo & Abduh, 2021).

The problems in this learning evaluation are regarding the objectives, functions, principles, validity, and reliability of learning evaluation tools that can affect the evaluation process in learning. Referring to this explanation, this learning evaluation aims to know the development of student learning outcomes after following the learning process. Evaluation is also carried out to determine the effectiveness and efficiency of the methods used by the teacher during the learning process. The important role of learning evaluation can not only be seen from the approach and characteristics of educators. However, the objectives, functions, principles, validity, and reliability of learning evaluation tools can also influence the evaluation process in learning.

LITERATURE REVIEW

The Urgency of Learning Evaluation

Etymologically, evaluation comes from English, namely evaluation which means assessment or assessment. Meanwhile, in terms, evaluation is an action or a process to find the value of something (Agustina et al., 2022). Evaluation can also be interpreted as an assessment to show students' success in achieving the goals set in a program (Anwar, 2021). Evaluation is also explained by Stufflebeam & Zhang in their book entitled The CIPP Evaluation Model: How to evaluate for improvement and accountability, stating that evaluation refers to delineating, obtaining, and providing useful information for judging decision alternatives. That is, evaluation describes, obtains, and presents information useful for formulating an alternative decision. In the Indonesian vocabulary, evaluation is often equated with assessment, measurement, correction, assessment, testing and others.

Evaluation is a systematic process of collecting, analyzing, and filtering data to determine whether a participant in a training program has achieved the desired level of understanding and performance (Fachri, 2018). n Evaluation is a process of comparing results with targets, the initial situation with the final situation. Evaluation can also mean making judgments based on several measures or information and referring to several criteria (Tsipianitis & Mandellos, 2022). Implementation of the evaluation includes two steps, namely measuring and assessing. Measuring can be interpreted as comparing something with one size that already exists or has been determined. Judging is the process of deciding on something with good and bad measurements (Magdalena et al., 2020a). Thus it can be concluded that assessment is a process or activity that is systematic, structured, planned, and continuous, which aims to determine the validity of a given object by basing conclusions on the process and learning outcomes that have completed or answered questions and relevant criteria.

Evaluation is a process in a series of activities consisting of various actions that need to be taken (Suardipa & Primayana, 2020). Efforts are taken to give meaning or value to something being or has been evaluated. To determine the value of something, it can be done by comparing it with the criteria, measuring something being evaluated, and then comparing the requirements. Thus, the evaluation process is carried out not only through measuring (measurement) and then carrying out the process of assessing (assessment) but evaluation can also be carried out directly only through the assessment process.

Learning Evaluation Problems

Evaluation is a deliberate and purposeful activity. Evaluation activities are carried out consciously by the teacher to obtain certainty about student learning success and get considerations about what should be done in teaching activities in the future (Magdalena et al., 2020b). Every teacher, in carrying out an evaluation, must understand the purpose and benefits of the evaluation or assessment. However, in practice, some teachers do not evaluate, resulting in less than optimal learning. This is a problem in the world of education today. Based on this, to achieve the goal, formal education is carried out, namely schools (Raharjo, 2012).

The success of education will be determined by implementing teaching and learning activities by establishing linkages between teacher and student activities because student learning activities are determined by teacher activities in teaching. One effort to optimize learning is to improve teaching, which teachers heavily influence because teaching is a system, so the process includes all components in the teaching system (Adirestuty, 2019; Saifulloh & Darwis, 2020; Rosyad, 2020). Essential components include objectives, materials, and evaluation (Hanum, 2013). Based on some of the previous explanations, the teacher must be able to measure the competencies that have been achieved by students from each learning process so that the teacher can make decisions for students regarding whether or not it is necessary to make improvements and determine the following lesson plan both in terms of material and strategic plans (Hamid, 2016). This gives an understanding that the teacher must at least be able to compile test and non-test instruments and make decisions for students regarding optimal achievement. The abilities that the teacher must possess then become a routine activity, namely making tests, taking measurements, and evaluating the competence of their students so that they can determine further learning policies (Rosyad, 2020).

Evaluation is a process that must be carried out to find out the target level of performance achievement and to improve the quality of an organization (Lestari & Saputra, 2021). Schools as an organization also need to implement an evaluation system. This shows that the evaluation aims to determine the achievement level of school performance, which will later be used in the school planning process and the school quality development cycle. Teachers are the main resource of the school organization. So, the evaluation of teachers is an essential part of an evaluation system in schools. There is even an assumption that teacher assessment is an integral part of the practice of evaluating schools (Santris, 2019). This is because teacher quality is believed to play an important role in improving the overall quality of education (Danil, 2017). So it can be concluded that the evaluation of learning is an effort to improve the quality of the teaching and learning process. The information obtained from the implementation of learning evaluation can be used to improve the quality of the teaching and learning process. Every teacher in an evaluation must understand the purpose and benefits of the evaluation or assessment.

Evaluation of Learning During a Pandemic

The pandemic has been going on since March 2020. This has caused all activities related to education to be carried out online. This is a new thing faced by students and educators, and not the least of the difficulties faced by students and educators in carrying out all learning-related activities. Evaluation is the core of implementing education and a necessity to be carried out. It is an essential record for mapping student achievement in the learning process and providing feedback for students (Fitrah & Ruslan, 2021).

Teacher Competency Development in the Implementation of Learning Evaluation

As a teacher or educator, competence is needed, including competency in carrying out the final learning process, namely evaluation. Evaluation is a crucial thing to do, because from evaluation, we can find out the extent to which student development is related to the material given by the teacher or learned by students. But as time goes by, with the advent of the pandemic and curriculum changes, teachers are inevitably asked to be able to do something following existing changes, so of course, teachers are required to have superior and qualified competence both in the learning process and in evaluation (Suttrisno et al. al., 2022).

The readiness of teachers in carrying out the learning process up to evaluation can determine student learning outcomes and school graduates' competence. At the beginning of the pandemic, when the virus spread, the government issued *Surat Edaran Nomor 4 tahun 2020* concerning *Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Coronavirus Disease* (COVID-19), namely by carrying out online or online learning. This changes the learning process to evaluation, giving rise to new problems such as the teacher's lack of ability to operate learning applications and the lack of ability and motivation to conduct and compile online evaluations (Pagarra et al., 2020). Teachers must develop their competence in carrying out the learning and evaluation process to continue to be able to carry out learning well.

METHODS

The research method used in this study is descriptive qualitative research. The approach used in this study is content analysis, which is an analysis used to conclude messages contained in a text or series of textbooks and is used to examine the contents of a document (Arafat, 2019). The data used in this study were obtained from several articles that support the research. The data collection technique used in this study is the observation and note-taking technique. Data validity uses data triangulation, namely by checking the correctness of the data by comparing data from one data source and another data source so that the correctness of the data will be tested by different data sources (Alfansyur & Mariyani, 2020). The analytical method used is content analysis (content study). Content analysis is a research technique for making replicable inferences and the validity of data by taking into account the context (Arafat, 2019).

RESULT AND DISCUSSION

During a pandemic, students can still learn well and use alternatives, namely online (in-network) or online learning models. A teacher should be able to maximize learning. Teachers can learn through various online applications such as WhatsApp, Google Forms, Google Classroom, Google Drive, and YouTube, and the most interactive ones are Zoom Meeting and Google Meet.

The flow of learning that can be done is by meeting to discuss material, which can be done through meeting applications such as Zoom Meeting and Google Meet. The collection of assignments can be more efficient for students and teachers through Google Classroom. The teacher can do an evaluation of learning by doing tests or exercises through Google Forms. However, the facts on the ground are even teachers can give non-academic tasks such as independent assignments such as doing homework to develop student independence and student psychomotor skills, according to what Sobri stated in his book entitled the contribution of independence and discipline to learning outcomes.

The Urgency of Learning Evaluation

In any evaluation activity, the first step that needs to be considered is the purpose of the evaluation. Determining the purpose of the evaluation depends on the type of evaluation used. Success in the teaching and learning process is a benchmark for achieving a learning goal. To find out the achievement of success in the teaching and learning process and the formation of student competence as one of the objectives of carrying out the learning process, educators need to carry out an evaluation or assessment process.

The purpose of the evaluation put forward by Qomari (2015) in his article states that there are four types, namely: a) evaluation of benefits and goodness, b) errors and fulfillment, c) program and organizational improvements, and d) development of knowledge. Meanwhile, according to Rukajat in his book entitled Learning Evaluation Techniques, it states that there are at least 6 evaluation objectives for teaching and learning. The six objectives of the evaluation are 1) assessing the attainment of objectives; 2) measuring various aspects of learning that vary; 3) as a means (means) to find out what students already know; 4) motivating student learning; 5) providing information for guidance and counseling purposes; and 6) make the evaluation results the basis for curriculum changes.

The purpose of holding an evaluation is to direct how the teaching and learning process should be implemented, as well as a frame of reference for carrying out activities to evaluate student learning outcomes. The action of assessing learning outcomes is one of the characteristics of a professional educator. Professional skills are needed in a job if the job requires further education and special training. Professional work includes preparing learning and teaching plans, organizing, controlling, guiding, and fostering the implementation of teaching and learning processes in a relevant, efficient, and effective manner (Mesiono, 2017). This evaluation process can help educators determine how much the previously planned goals have been achieved. When the purpose of an educator is still far from being successful, educators are required to re-plan learning with a method that is more appropriate to the target to be achieved.

Learning Evaluation Problems

Evaluation in education occurs in a systematic teaching and learning process, which consists of various components. Each teaching component is not separate or running independently but must run regularly, interdependently, and continuously. The teaching

and learning process is the interaction between teachers and students to achieve educational goals (Zaifullah et al., 2021). The teacher acts as a director and mentor, while the student is a person who experiences and is actively involved in obtaining changes that occur in students after participating in the teaching and learning process, the teacher is tasked with carrying out an activity, namely evaluating or evaluating student achievement in learning. In addition to having the ability to prepare lesson materials and the skills to present material to condition student learning activity, teachers are required to have the ability to evaluate student learning achievements because evaluation is an essential component of learning activities (Lestari & Saputra, 2021).

An educator must know the extent to which the success of his teaching is well achieved and to improve and direct the implementation of the teaching and learning process, to obtain this decision, an evaluation process is needed in learning or what is also called learning evaluation. Learning evaluation is an evaluation of the teaching and learning process. Systemically, learning evaluation is directed at the components of the learning system, which includes raw input components, namely student entry behavior, instrumental input components, namely the professional abilities of teachers or education staff, curriculum components (study programs, methods, media), components administrative (tools, time, funds), process components are learning implementation procedures, output components which are learning outcomes that mark the achievement of learning objectives (Novitasari, 2022).

In general, in the field of education, evaluation aims to: a) Obtain evidence data, which will indicate the level of ability and level of success of students in achieving curricular goals after taking the learning process within a predetermined period. b) Measuring and assessing the extent to which teaching effectiveness and teaching methods have been implemented or carried out by educators, as well as learning activities carried out by participants (Magdalena et al., 2020a). The specific objectives of evaluation activities in education are: a) To stimulate the activities of students in taking educational programs. b) To search for and find the factors that cause students' success in participating in educational programs so that solutions can be sought and found or ways of improving them (Fitrianti, 2018).

Evaluation in learning is carried out for the benefit of decision-making, for example, regarding whether or not to use an approach, method, or technique (Hamid, 2016). In the case of decision-making in the learning process, evaluation is critical because it provides information regarding the implementation of the teaching and learning process so that it can function as an assistant and controller for the performance of the teaching and learning process. Thus, the evaluation function is important in the teaching and learning process. The evaluation function for teachers needs to be considered seriously so that the evaluation given is really on target. This is because the teacher often carries out evaluation activities to assess the success of student learning and teaching programs.

Principles are also needed as a guide in evaluation activities. Evaluation principles include a) Objective Principles Evaluation must be carried out objectively. Objective means without influence because the evaluation must be based on real data and must be based on the testing that has been carried out. b) Continuous Principle Evaluation must be carried out continuously. This means that evaluation must be carried out continuously. c)

Comprehensive Principle Evaluation should be carried out comprehensively. This means that the evaluation should be concerned with all aspects of the student's personality (Siregar, 2017).

The evaluation principle according to the educational assessment standards for primary and secondary education described by Alawiyah (2017) includes the following principles:

1. Valid, means the assessment is based on data that reflects the ability being measured. Therefore, the instruments used need to be prepared through the procedures described in the guide so that they have evidence of validity and reliability.

2. Objective, meaning that the assessment is based on clear procedures and criteria, not influenced by the subjectivity of the appraiser. Therefore, educators need to use rubrics or guidelines in scoring students' answers to item descriptions and practical or performance tests. So, the educators have to minimize the subjectivity of educators.

3. Fair, meaning that the assessment is unfavorable and does not harm students because of special needs, differences in religious background, ethnicity, culture, customs, socioeconomic status, or gender. These factors are not relevant to the assessment, therefore they need to be avoided so as to maintain the results of the assessment.

4. Integrated, meaning that the assessment by educators is an integral component of learning activities. The assessment results in this case serve as the basis for improving the learning process organized by students. If the assessment results show that many students fail, while the instruments used meet the requirements qualitatively, it means that the learning process is not good. In such cases, educators must improve their learning plans and implementation.

5. Open, means that interested parties can know the evaluation procedure, assessment criteria, and basis for decision making. Therefore, educators inform students of the procedures and assessment criteria, and interested parties can access the assessment procedures and standards as well as the assessment basis used.

6. Comprehensive and continuous means that the assessment covers all aspects of competency by using various appropriate assessment techniques to monitor the development of students' abilities. Therefore, assessment is not solely to assess student achievement but must cover all aspects of learning outcomes for guidance and coaching purposes.

Evaluation of Learning During a Pandemic

In research conducted by Dermawan & Harminto (2021) on an elementary school in Purbalingga, he stated that the school had conducted remote learning evaluations using the WhatsApp application media, where educators would give questions or assignments and then work on them. Students, then a few days later, will be collected. After carrying out the evaluation or assessment, the teacher feels dissatisfied or has not gotten an overview of the assessment carried out by students due to several factors, one of which is excessive

parental assistance to students so that the assessment results are not entirely pure from students' understanding.

The background factors for parents helping students are because they are afraid that their children will not graduate or stay in class. But behind that, several teachers feel quite satisfied because of the provisions before the pandemic. Assessing skills in distance learning is still carried out following existing core competencies, whereas learning competencies require psychomotor aspects and the implementation of skills through the teacher giving assignments to make work or do something and record it and then collect it to the teacher. From this, it can be concluded that the assessment of skills in distance learning runs optimally.

The attitude assessment on distance learning has been carried out following the core competencies. Educators observe students through the assignments given as well as the activeness of students through distance learning, besides that, educators also work with parents to report on attitudes when students learn at home. The educators felt dissatisfied because the attitude assessment in the implementation was minimal, according to the informant, the attitude assessment was actually carried out by observing students in class.

In addition, in learning evaluations that are carried out remotely, there are several obstacles experienced by students and educators, such as educators' constraints in preparing learning evaluation tools. Many educators need to understand distance learning so that it becomes an obstacle in its implementation. In addition, from the point of view of students, they often experience obstacles where the smartphone used does not work properly, so ultimately, the evaluation of learning is hampered. In addition, many students do not understand the material presented because learning is carried out remotely.

It also explains the obstacles or challenges to online learning evaluation in the Aliah & Warsah (2021) article, which states that these obstacles or challenges must be seen from four points of view, namely educators, students, parents, and educational institutions. The challenges educators face are having to maintain the quality of learning evaluation, using learning media that could be more optimal, learning interactions that are not optimal, and learning transitions from face-to-face learning to online learning. The challenges students face include not being ready to utilize technology in learning and evaluation, the absence of adequate learning facilities, and a lack of social interaction.

Suggestions and solutions that can be implemented by educators in conducting evaluations remotely. Among them are oral tests that can be used as a solution to find out the extent to which students understand the material. In addition, the teacher can re-explain the material that has been delivered if it turns out that there are still many students who need help understanding the material being taught. Then, the government or the Education Office must assist educators in finding ways to carry out effective and efficient remote evaluations. This can be in the form of training for educators, besides that, the government can also assist educators in the form of quota assistance subsidies in supporting remote evaluations that must use adequate internet. Educators can also use websites available on the internet as a solution to attract students' interest in learning.

Teacher Competence in the Implementation of Learning Evaluation

In the process of developing teacher competencies in the implementation of learning evaluation, several efforts can be made to improve and also develop the competencies that are already owned by a teacher. Training or mentoring can be provided to increase teacher competence in implementing learning evaluation. In this process, teachers are given knowledge about HOTS (High Order Thinking Skill)-based evaluation designs and the importance of a teacher's ability to design online-based learning evaluations (Yustitia et al., 2021). Teachers are also given training to utilize applications such as Google Forms, Kahoot, and so on. In addition, teachers are equipped with knowledge on how to prepare facilities and infrastructure related to the ongoing evaluation of learning. At the end of the activity, the teacher was asked to fill out an evaluation form, which contained an increase in teacher competence in carrying out and planning learning evaluations. Teachers also agree that training on new systems and new technologies can help the learning process up to learning evaluation it can increase teacher competence so that they can be ready to face progress and unexpected things in the future (Azizah, 2021).

In addition, teachers are also equipped with knowledge about interactive evaluation systems and media such as Quizizz because, with the use of technology in the learning evaluation process, students certainly will feel energized. Besides that, students are now very understanding and knowledgeable about technology, so of course, if the teacher has good competence and can operate technology in evaluation, students will not feel bored. Not only providing training on planning learning evaluation during the training, teachers were also given directions on how to assess and also provide reflection and appreciation to students after the learning evaluation was carried out. In order to simplify the assessment process, teachers are given directions to use the automatic score feature and the value recap feature on Google spreadsheets (Mansyur et al., 2022). By using this technology, teachers are expected not to be too bothered to judge so that time will be more efficient. The application of continuous monitoring and evaluation can also increase teacher competence in carrying out learning evaluations because this can make teachers more disciplined and increase activity, responsibility, and creativity in carrying out the learning process and learning evaluation (Hermawati, 2022).

Various trainings can be used to increase teacher competence in carrying out learning evaluations, of course, this is very useful because teachers can find out how to compose HOTS (High Order Thinking Skill) based questions, how to create questions through learning applications or Google forms, and how to do assessment formats. Online using the application. Increasing teacher competence in learning evaluation, of course can have a positive impact on students, even though they carry out online learning and assessment, this will not reduce the quality of children's learning outcomes because teachers already have qualified competence.

CONCLUSION

The purpose of holding an evaluation is to direct how the implementation of the teaching and learning process should be carried out. Evaluation is also used as a frame of reference in carrying out activities to evaluate student learning outcomes. The teacher must know

the extent to which the success of his teaching can be achieved properly and is expected to improve and direct the implementation of the teaching and learning process. This is done so that in practice, it can obtain appropriate decisions, it is necessary to have an evaluation process in learning.

The COVID-19 pandemic has caused all activities related to education to be carried out online. This is a new thing faced by students and educators, and not the least of the difficulties faced by students and educators. Solutions that can be implemented by educators in conducting evaluations remotely. Among them are oral tests that can be used as a solution to find out the extent to which students understand the material.

Another solution is that the teacher can re-explain the material that has been presented if, in reality, there are still many students who have difficulty understanding the material being taught. Thus, a teacher is required to develop his competence in carrying out the learning and evaluation process, especially online, so that he can continue to carry out learning well. Increasing teacher competence in learning evaluation can certainly have a positive impact on students, even though learning and evaluation are carried out online, this will not reduce the quality of children's learning outcomes because teachers already have qualified competence.

AUTHOR'S NOTE

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