



Development of Formative Assessment Instrument Based on Zep Quiz On Students' Learning Motivation in Subjects IPAS Grade IV of Ciwaru 1 Public Elementary School

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ABSTRACT	ARTICLE INFO
<p><i>The implementation of IPAS formative assessments in the fourth grade at SD Negeri 1 Ciwaru is still dominated by conventional methods, such as the use of worksheets and oral questioning. This results in low student motivation, passive classroom participation, and an average student score (70) that has not yet reached the minimum passing grade (75). This study aims to develop a valid and effective Zep Quiz-based formative assessment instrument to improve student motivation in the subject "My Rules and Responsibilities." The method used is Research and Development (R&D) based on the Borg and Gall development model. Data collection techniques included observation, interviews, documentation, and questionnaires. The validation test results showed that this instrument was categorized as "Highly Valid" from media experts and learning evaluation experts. The use of the Zep Quiz-based formative assessment instrument has proven effective in providing rapid feedback, streamlining the evaluation process, and making a positive contribution to enhancing students' learning motivation and conceptual understanding of IPAS in an interactive manner in the digital age.</i></p> <p>© 2026 Kantor Jurnal dan Publikasi UPI</p>	<p>Article History: Submitted/Received 08 Apr 2026 First Revised 08 May 2026 Accepted 17 Jun 2026 First Available online 19 Jun 2026 Publication Date 17 Jun 2026</p> <hr/> <p>Keyword: Formative Assesment; IPAS; Learning Motivation; Zep Quiz.</p>

1. INTRODUCTION

The development of information and communication technology in the digital era has brought significant changes to various aspects of life, including education. The use of technology in the learning process is one effort that can be made to improve the quality of education to be more relevant to the needs of the 21st century. The world of education is required to be able to adapt to the times so that the learning process is not only oriented towards delivering material, but also able to create an interesting, interactive, and meaningful learning experience for students (Ramadhan et al., 2025). In line with this, the use of technology in education can support the improvement of the quality of learning through various innovations that facilitate teachers in delivering material and evaluating student learning outcomes (Izmala et al., 2025). Therefore, teachers are required to have the ability to integrate technology into learning activities so that educational goals can be achieved optimally.

The implementation of the Independent Curriculum further reinforces the importance of utilizing technology in learning. The Independent Curriculum is designed to be simpler, more flexible, and more student-centered, giving teachers the freedom to design learning tailored to students' needs and characteristics (Febia et al., 2022). The successful implementation of the Independent Curriculum depends heavily on teachers' ability to develop learning tools, media, and assessments that align with the curriculum's principles (Darman et al., 2024). One form of change included in the Independent Curriculum is the merging of Natural Sciences (IPA) and Social Sciences (IPS) into Natural and Social Sciences (IPAS). Therefore, the learning process IPAS requires learning and assessment strategies that can actively involve students so that learning objectives can be achieved optimally.

The development of digitalization opens up vast opportunities to improve the quality of learning through the use of innovative digital media and platforms. The use of interactive learning media has been proven to help teachers facilitate student understanding and increase student engagement during the learning process (Hasani et al., 2025). The use of engaging and innovative learning media is highly effective in increasing student interest in learning and encouraging creative learning (Sutisna et al., 2023). Furthermore, learning media plays a crucial role in creating a pleasant learning environment, thereby increasing the effectiveness and efficiency of learning (Wulandari et al., 2023). Therefore, the use of technology and innovative learning media is one factor that can support the success of the learning process in elementary schools.

One of the essential components of the learning process is assessment. Assessment is a systematic and ongoing process for gathering information on student learning progress to support decision-making in learning (Nasution, 2022). Assessment functions to obtain information on student learning outcomes, measure the effectiveness of learning programs, and serve as a basis for teachers in designing follow-up learning activities tailored to student needs (Munaroh, 2024). Dalam Kurikulum In the Independent Curriculum, assessment serves not only as a tool for measuring learning outcomes but also as a means to support students' ongoing learning process.

One type of assessment that plays a crucial role in learning is formative assessment. Formative assessment is conducted during the learning process with the goal of providing feedback to both teachers and students regarding their learning progress. Formative assessment helps teachers identify students' strengths and weaknesses so that appropriate learning improvements can be made (Maylafisa & Wardhani, 2024). However, the implementation of formative assessment in elementary schools is still largely dominated by

conventional methods, such as written tests in student worksheets (LKS) and oral question-and-answer sessions (Nisa et al., 2025). This condition causes formative assessment to tend to be monotonous and less engaging, thus failing to actively engage all students in the learning evaluation process (Susanti et al., 2024).

The implementation of formative assessments that are still conventional not only impacts the limited variety of assessments but also influences student learning motivation (Nasir et al., 2025). Learning motivation is one of the important factors that determine the success of the learning process because it encourages students to actively participate, strive to understand the material, and achieve the predetermined learning objectives (Fitriya et al., 2025). Students with high learning motivation tend to demonstrate better learning enthusiasm than those with low learning motivation. Therefore, teachers need to provide learning and assessments that can increase student learning motivation through the use of technology that is appropriate to the characteristics of elementary school students.

Based on observations conducted at SD Negeri 1 Ciwaru on December 16, 2025, regarding the implementation of formative assessments, it was found that fourth-grade teachers had never used digital platforms in assessment activities. Assessments were still carried out conventionally through written tests completed by students on sheets of paper and then collected by the teacher for analysis. This process required a relatively long time to determine students' learning progress and motivation. Interviews with fourth-grade teachers at SD Negeri 1 Ciwaru showed that formative assessments implemented through Student Worksheets (LKS), class discussions, and verbal Q&A were not able to actively involve all students. Some students still showed a lack of enthusiasm for learning, tended to be passive during discussions, and were less enthusiastic in completing assessment tasks. This condition impacted student learning outcomes, which were still below the Minimum Completion Criteria (KKM) of 75, while the average student score remained at 70.

Based on these issues, innovation is needed in developing formative assessment instruments that can actively engage students, provide rapid feedback, and increase student learning motivation. One alternative that can be used is the development of a formative assessment instrument based on Zep Quiz. Zep Quiz is a game-based digital platform (gamification) which provides interactive features such as avatars, virtual spaces, point systems, leaderboards, and real-time feedback that can create an engaging and enjoyable learning experience. Zep Quiz can increase student learning motivation, provide quick feedback, and help teachers map student understanding more effectively (Nainggolan et al., 2025). In addition, the use of Zep Quiz also supports the creation of student-centered learning because students are encouraged to participate actively and think critically in solving each challenge given (Dola et al., 2025).

Various previous studies have shown that the use of Zep Quiz has a positive impact on learning. Research (Nainggolan et al., 2025) shows that the use of media Zep Quiz obtained a very high category with a percentage of 85%. Research (Febriansyah & Titaley, 2025) shows that developing reading practice questions through media Zep Quiz achieved a feasibility level of 96%. In addition, research (Dhea et al., 2025) proved that the use of Zep Quiz in informatics learning, it can increase students' learning motivation with a high percentage of 76%. Research results (Husen & Wulandari, 2025) also show that educational game media Zep Quiz has a significant influence on students' understanding of concepts and is suitable for use as an interesting learning innovation that is in accordance with the characteristics of students in the digital era.

However, based on a review of previous research, most research still focuses on the use of Zep Quiz as a learning medium or tool for evaluating learning outcomes using

experimental methods or Classroom Action Research (CAR). No research has been found that specifically develops formative assessment instruments based on Zep Quiz on the subject IPAS "My Rules and Responsibilities" material in grade IV of Elementary School using the method Research and Development (R&D). Thus, there is still a research gap (research gap) related to the development of formative assessment instruments based on Zep Quiz which is oriented towards increasing the learning motivation of elementary school students.

Novelty (novelty) This research is based on the development of formative assessment instruments based on Zep Quiz which is focused on increasing students' learning motivation in the subject IPAS class IV, especially the material "My Rules and Responsibilities". Different from previous research which utilized Zep Quiz as a learning medium or learning outcome evaluation tool, this research develops a formative assessment instrument based on Zep Quiz which is designed systematically using the method Research and Development (R&D) to produce assessment products that are suitable for use in learning IPAS at elementary school level.

Based on this description, the aim of this research is to develop a formative assessment instrument based on Zep Quiz on the subject IPAS Grade IV of Ciwaru 1 State Elementary School, to find out the level of feasibility of the product developed, and to analyze the effectiveness of its use on students' learning motivation.

2. RESEARCH METHODOLOGY

This research methodology uses the method Research and Development (R&D) which aims to produce products in the form of formative assessment instruments based on Zep Quiz on the subject IPAS The material "My Rules and Responsibilities" and tested the feasibility and effectiveness of the product on the learning motivation of fourth-grade students at SD Negeri 1 Ciwaru. The development model used refers to the Borg and Gall model which has been adapted to the research needs.

The research was conducted at SD Negeri 1 Ciwaru in the 2025/2026 academic year. The population in this study were all fourth-grade students of SD Negeri 1 Ciwaru. The research sample consisted of fourth-grade students involved in product trials, both at the limited trial stage and at the field trial stage. In addition, the research involved media expert validators and learning evaluation experts to assess the feasibility of the developed product. The following is a product development flow referring to the Borg and Gall stages which include needs analysis, product planning, initial product development, expert validation, product revision, limited trial, operational product revision, field trial, final product revision, and product dissemination.

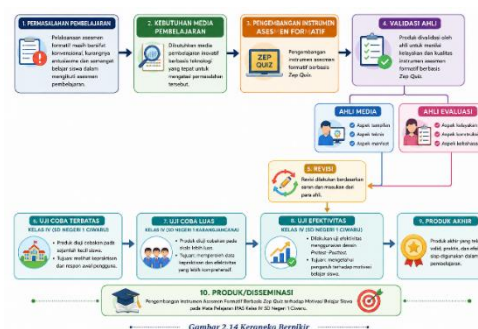


Figure 1. Borg and Gall Research Flow

The data collection techniques used included observation, interviews, questionnaires, and documentation. Observations were conducted to obtain information regarding learning conditions and the implementation of formative assessments in schools. Interviews were conducted with fourth-grade teachers to identify product development needs. Questionnaires

were used to obtain expert validation data, teacher responses, student responses, and student learning motivation. Documentation was used to supplement the research data in the form of activity photos and supporting research documents. The research instruments consisted of observation sheets, interview guidelines, media expert validation sheets, learning evaluation expert validation sheets, teacher response questionnaires, student response questionnaires, and student learning motivation questionnaires. The product validation results were analyzed using a percentage formula to determine the level of product feasibility. The feasibility criteria were determined based on the categories of very feasible, feasible, quite feasible, less feasible, and not feasible.

Data analysis techniques were conducted qualitatively and quantitatively. Data from observations, interviews, and validator suggestions were analyzed descriptively qualitatively as a basis for product improvement. Meanwhile, quantitative data from expert validation results, user responses, and student learning motivation were analyzed using descriptive statistics. Product effectiveness testing was conducted with the help of IBM SPSS Statistics 27 through normality tests, homogeneity tests, and hypothesis tests to determine the effect of using formative assessment instruments based on the questionnaire. Zep Quiz on student learning motivation. The product is declared effective if there is an increase in student learning motivation after using the formative assessment instrument based on Zep Quiz.

3. RESULT AND DISCUSSION

The focus of this research is to develop a formative assessment instrument based on zep quiz. Because based on the facts in the field shows that the implementation of formative assessment, especially in the subject of Natural and Social Sciences (IPAS), is still dominated by the use of conventional methods through the use of Student Worksheets (LKS), class discussions, and oral question and answer activities so that these methods are considered unable to involve all students actively as a whole. This is evidenced by several students who still show a lack of enthusiasm for learning, tend to be passive during discussions, and are less enthusiastic in completing formative assessment tasks in class. As a result, the impact on the suboptimal function of assessment in increasing student activity and motivation in learning in the subject of IPAS in class with student learning outcomes that are still relatively low as shown by the average student score which is still below the Minimum Completion Criteria (KKM) of 70, while the KKM set is 75.

Use of formative assessment instruments based on zep quiz It is considered to be able to help teachers in making formative assessment implementation time more efficient, increasing student learning motivation and providing quick feedback, and helping teachers map student understanding (Nainggolan et al., 2025). Learning media zep quiz supports the creation of active learning that is centered on students to think critically in understanding the material as a whole (Dola et al., 2025). The research entitled "Development of Zep Quiz Based Formative Assessment Instruments on Student Learning Motivation in the Science Subject of Grade IV of SD Negeri 1 Ciwaru" was conducted using the R&D method with the following research results:

3.1. Results Preliminary Study

Based on the results of the analysis and identification of problems that researchers found in the field using the interview method with class IV teachers at SD Negeri 1 Ciwaru,

problems were found.that the implementation of formative assessment, especially in Natural and Social Sciences (IPAS) subjects, is still dominated by the use of conventional methods through the use of Student Worksheets (LKS), class discussions, and oral question and answer activities so that these methods are considered unable to actively involve all students as a whole. Therefore, there is a need for learning aids or media that can be used to support formative assessment in grade IV of SD Negeri 1 Ciwaru

It is known that there are still some students who show a lack of enthusiasm for learning, tend to be passive during discussions, and are less enthusiastic in completing formative assessment tasks in class. As a result, the assessment function is not optimal in increasing student activity and motivation in learning in the science subject in class with student learning outcomes that are still relatively low, indicated by the average student score which is still below the Minimum Completion Criteria (KKM) of 70, while the KKM set is 75. Therefore, the use of mediaZep QuizAs a formative assessment instrument, it is hoped that it can help teachers in making the implementation of formative assessments more efficient, especially in the subject of science in grade IV elementary schools, and can increase student motivation and learning outcomes with learning that seems more interactive, creative, innovative, varied and also fun.

3.2. Design of Formative Assesment Based on Zep Quiz

Researchers conducted follow-up actions on the problems identified based on the problem identification and analysis stages at SD Negeri 1 Ciwaru, specifically for fourth-grade students. The media used as a formative assessment instrument was innovative digital-based learning media, namelyZep Quiz. The following is a display design for a formative assessment instrument based onZep Quizused in this study.



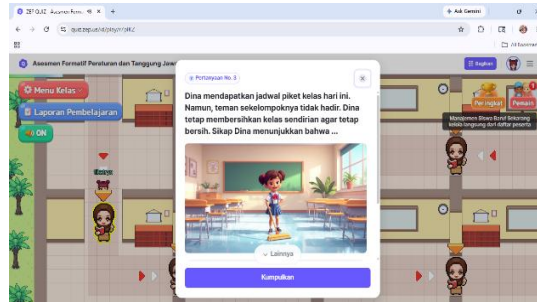
Figure 3.1 Main Menu View



Figure 3.2 Learning Material Display



Figure 3.4 Formative Assessment View *Zep Quiz*



Gambar 3.5 Formative Assessment Question Display

3.3. Feasibility of Using Formative Assessment Instruments Based on *Zep Quiz* On Students' Learning Motivation in the Science Subject of Grade IV of SD Negeri 1 Ciwaru

To determine the feasibility of using formative assessment instruments based on *Zep Quiz*, The researcher conducted a feasibility test of this instrument on media experts and learning evaluation experts using validation questionnaire data processing techniques, namely using Likert scale. The following is the percentage of media suitability and learning evaluation.

Tabel.1 Percentage Of Media Eligibility and Learning Evaluation

No	Assesment	Criteria
1.	$81\% < x \leq 100\%$	Highly Feasible
2.	$61\% < x \leq 80\%$	Feasible
3.	$41\% < x \leq 60\%$	Fairly Feasible
4.	$21\% < x \leq 40\%$	Less Feasible
5.	$0\% < x \leq 20\%$	Not Feasible

Sumber: (Salsabila et al., 2022)

Based on the table above, it is known that the percentage of 81%-100% is stated as very feasible, the percentage of 61%-80% is stated as feasible, the percentage of 41%-60% is stated as quite feasible, the percentage of 21%-40% is stated as less feasible, the percentage of 0%-20% is stated as not feasible.

Based on the validation results of the calculations by media experts, the results were 93%. After validation based on a Likert scale, it showed that the criteria results were "Very Appropriate" and received positive comments from the validator. Based on the validation results of the calculations above by learning evaluation experts on learning materials, the results were 94%. After validation based on a Likert scale, it showed that the criteria results were "Very Appropriate" and received positive comments from the validator. Based on the validation results of the calculations above by learning evaluation experts on learning materials, the results were 90%. After validation based on a Likert scale, it showed that the criteria results were "Very Appropriate" and received positive comments from the validator.

It can be concluded that based on the recapitulation, it can be concluded that the development of formative assessment instruments based on *Zep Quiz* included in the "Very Suitable" category for use in learning Science Chapter 6 Topic B for class IV of SD Negeri 1 Ciwaru.

3.4. Effectiveness of Using Formative Assessment Instruments Based on Zep Quiz On Students' Learning Motivation in the Science Subject of Grade IV of SD Negeri 1 Ciwaru

The results of this study support that the use of learning media Zep Quiz The use of technology as a formative assessment instrument in the fourth grade of Ciwaru State Elementary School (SD Negeri Ciwaru) has made a positive contribution. In the current digital era, integrating technology into education can help students understand the limitations of concepts in the science subject, which are often considered abstract and difficult to grasp.

Use of formative assessment instruments based on Zep Quiz is considered effective in increasing students' learning motivation in the subject of science in grade IV of SD Negeri 1 Ciwaru, as proven by the results of the questionnaire responses of grade IV students of SD Negeri 1 Ciwaru in the form of results posttest which shows the following:

HASIL ANGGKET RESPON SISWA POSTTEST UJI COBA TERBATAS SD NEGERI 1 CIWARU																							
No	Nama Siswa	SKOR PERTANYAAN																				TOTAL	HASIL BELAJAR
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20		
1	Adinda Nigita Putri	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	101	
2	Affa Nuhada Rafanda	5	4	4	5	4	4	5	4	5	4	4	5	4	5	5	4	4	5	5	4	94	
3	Ahlan Asanah Wijaya	5	4	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	
4	Al Khalfi Zikri	5	4	5	4	5	4	5	4	5	4	4	5	5	5	5	4	4	4	4	5	94	
5	Affandra Asaka Almajaya	5	4	5	5	5	4	4	5	4	5	4	5	5	4	5	5	5	4	5	4	98	
6	Anaya Aprilia	5	4	4	4	4	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	100	
7	Daffa Nalul Huda																					0	
8	Darnel Gobranayati Putra	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	
9	Devian Salya Ratandika	5	4	5	4	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	102	
10	Devika Imaniyani Sunandar																					0	
11	Farel Yazdan Al Kafie	5	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	4	5	5	5	102	
12	Fathen Abdi Arrahman	4	4	5	4	4	4	5	4	4	5	4	4	5	5	4	4	4	4	4	5	92	
13	Haider Hussain Askeri	5	4	4	4	5	4	5	4	4	5	4	5	4	5	4	4	4	4	5	5	93	
14	Kendle Yulfo Hamzan	4	5	5	5	4	5	5	4	4	5	4	5	4	5	4	5	4	5	5	5	98	
15	M. Fahmi Zidan	4	5	5	5	5	5	4	5	5	4	5	4	5	5	4	5	5	5	5	5	101	
16	Muhamad Alhazza Putra	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	
17	Muhamad Arga Al Fahrreza	5	5	4	5	4	5	4	4	5	4	4	5	4	4	5	4	5	5	4	4	94	
18	Muhamad Fahri Hamdani	5	4	5	5	5	5	5	4	5	5	5	5	5	5	4	5	5	5	5	5	102	
19	Muhamad Faeyza Jethika	5	4	5	4	5	4	5	4	5	4	5	4	5	5	4	5	5	5	5	4	98	
20	Naura Putri Maetika Gobry	5	4	4	4	4	4	5	4	4	4	4	5	4	4	5	4	4	5	4	4	91	
21	Rafa Akbar	5	4	5	5	4	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5	101	
22	Satria Putra Gemilang	5	5	5	4	5	5	5	5	5	4	5	5	4	5	5	4	4	4	5	5	100	
23	Sienna Kharnida Marizq	5	5	5	4	5	5	4	5	5	5	4	5	4	5	4	5	5	5	4	5	99	
24	Sri Wanti	5	4	4	5	4	4	5	4	5	4	4	5	4	5	4	4	5	4	5	4	94	
25	Sulista Anugrah Mula	5	5	5	5	5	5	5	5	4	5	5	4	5	5	4	5	5	4	4	4	99	
26	Syihna Erlina	5	4	5	5	4	5	5	5	5	4	4	4	5	5	5	5	5	5	5	5	100	
27	Zikri Nurlyas	4	4	5	5	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	98	
	TOTAL	121	109	119	116	115	119	117	113	119	115	116	115	117	119	121	119	118	117	118	120	2464	2835
		1048								236			351			358			471				

Figure 3.6 Result of Fourth Grade Student Responses

4. CONCLUSION

Based on the results of research conducted at SD Negeri 1 Ciwaru, it can be concluded that the use of formative assessment instruments based on Zep Quiz can increase student learning motivation in the fourth-grade science subject at SD Negeri 1 Ciwaru. The design of this learning media is considered adequate to support classroom learning, particularly as a formative assessment instrument. Furthermore, students who are actively involved in formative assessment activities feel more creative, interactive, and innovative.

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