How Development of Assessment Instruments with Quizizz Paper Mode in Procedure Texts: a Discourse Analysis Study

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This study addresses the need for more engaging assessment tools in Indonesian language lessons for Class VII students at SMP Negeri 2 Sibolangit. It aims to (1) Explore the process of developing assessment instruments using Quizizz paper mode for procedure text materials, (2) Assess the validity of the Quizizz-assisted assessment instrument, and (3) Evaluate its practicality in classroom settings. Following the Borg and Gall research and development model, the study involves eight stages, from data collection to dissemination. Data analysis combines quantitative insights from questionnaires with qualitative feedback from validators and users. Results indicate high validity ratings from assessment and design experts, alongside strong practicality ratings from educators and students, highlighting the effectiveness of the developed assessment tool. Moreover, the discourse analysis approach provides valuable insights into how the assessment instruments facilitate meaningful interactions and learning experiences in the classroom, suggesting broader implications for curriculum design and pedagogical practices.

1. Introduction

Assessment and learning are an inseparable unit. Assessment is a term for evaluation (assessment) in learning used in the independent curriculum (Khoirurrijal et al., 2022). In the Merdeka Curriculum, the importance of integrating assessment with learning is emphasized. Especially assessment formative, as something cycle (Anggraena et al., 2022 And Purnawanto, 2022). Learning, Study, And assessment interconnected. An educator has responsibilities big responsibility in carrying out assessments appropriately and periodically to determine the quality and progress of learning. Furthermore, educators are responsible for creating an atmosphere for learning and assessment. Then, educators are also responsible for ensuring that the learning process actually occurs and that the effectiveness of the learning process can be improved (Mashufah et al., 2023).

Assessment become matter important on learning Because assessment is part integrated from learning process, facilitating learning, and providing holistic information as feedback for educators, students and parents as a guide for them in determining further learning strategies. The results of the assessment can be
used by educators, students and parents as material for reflection to improve the quality of learning. Assessment has a very important role in the learning context because it makes a contribution significant to various aspect, i.e., development, participant educate, effectiveness teaching, and evaluation of educational programs. Assessment helps educators to measure the extent to which students understand study materials and so far where they have developed. This provides insight which clear about individual and group achievements. Through assessments, educators can identify students' learning needs and preferences. This allows educators to adapt teaching methods and materials to better suit students' learning styles. Assessment results provide educators with information about the effectiveness of their teaching methods. Educators can also evaluate whether a particular approach is working or needs to be adjusted. The results of the assessment can also be used to plan future teaching. In addition, educators can adjust the curriculum, emphasizing topic certain, or compile strategy learning addition based on findings assessment. Assessment data can be used by schools or educational institutions to identify successes or deficiencies in their educational programs. This allows for overall development and improvement of the program.

Assessment in learning activities is a very important element to collect data and information which needed related process learning (Pellegrino, 2014). Data obtained can be used to make decisions about teaching content and methods, to make decisions about classroom climate, and to assign grades (Brown, 2019). An ideal assessment system is designed in a way continuous, done more from simply document ability participant educate and what is capable they do. It means, assessment must measure progress participant educate along time, to give description progress completely, results observation from time to time must connected conceptually so that changes can be observed and interpreted (Baird et al., 2017; Wiliam, 2011). The level of student progress in learning must underlie the assessment system, and testing must be designed to provide information and map back learning progress.

Implementation assessment with application curriculum independent commonly called with assessment new paradigm. New paradigm assessment, assessment activities are not solely seen as a stage of making reports and assessing students' abilities. However, this new paradigm assessment is an activity to collect and process information in order to determine learning development needs and achieve student learning outcomes. So one of the goals of assessment is to monitor or monitor learning and can be used as learning feedback (Susilo, 2022). On the other hand, in the Merdeka curriculum, learning is often referred to as "new paradigm" learning. This learning design is based on flexible learning design following "current developments". The implementation of education must always develop according to the times because education is supplies must owned by man in living an increasingly advanced and developing life. That's why the Minister of Education and Culture (Mendikbud) of the Republic of Indonesia, Nadiem Anwar Makarim trigger program "Independent Study" which aim to respond to educational needs in the era of industrial revolution 4.0 (Widlyono et al., 2021). The era of industrial revolution 4.0 or the era of digitalization brings very rapid changes. Many learning applications digital which can used in a way effective and efficient as design support learning. Various interesting learning applications, both free and paid, are available for the millennial generation to use as much as possible. Use of information technology in the era of globalization and the digital era this no can ruled out and become something need which very vital by public so that the development of information technology is growing rapidly and advanced and is in great demand by the public. Development technology information And Communication (ICT) which so fast very influential in various areas of life. This development has an impact on educational progress which results in the quality of education increasing (Herlambang & Hidayat, 2016; Nasrullah et al., 2017).

Assessment in the learning process is developing very rapidly along with developments in the quality of education. This is because assessment in learning is widely seen as an important process in improving the quality of students' learning (Ramadhani et al., 2020). The development of learning assessments also touches the realm of technology. Nowadays, learning assessment no again done in a way manually by educator. Technology finally role on all lines of the learning process. The use of technology in the learning assessment process is not only carried out in formative assessments, but also in summative assessments (Ramadhani et al., 2020). Integrating ICT in learning is the right step for centered learning on participant educate (students centered), increase skill communication which effective, problem-solving abilities, and critical, creative, adaptive, and reflective thinking skills (Gray et al., 2012). Development instrument assessment also should can follow development era, like at the moment, 21st century. (Putri & Dwijayanti, 2020) Many rapid developments have occurred in the 21st century this, both in the fields of technology, communication, education, information, economics, and also other fields. One development which fast happen on field
education. And technology (Rosnaeni, 2021). Learning. The 21st century allows technology-based learning which is now increasingly developing rapidly. These technological developments encourage various developments, including in terms of assessment. Previously, conventional assessments still used paper alone, but now modern assessments can make use of it technology, for example gadgets (device) (Baroya, 2018). Gadgets (device) And Internet utilized on world education (Putri dkk., 2023; Safitri & Lubis, 2022). Matter This will bring field education For proceed And develop along with developments over time (Ramadhani et al., 2020). Considering the importance of assessment in learning, educators should design technology-based assessment instruments and keep up with current developments that are valid, practical and fun. Matter This Because on period Now, era has the more changed with current globalization, and increasing technological progress (Ulinsa dkk., 2021). Therefore, education cannot be outdated. Education must go hand in hand with every phase of life that continues to change, one of which is the education system which is undergoing changes in a better direction to meet human needs in facing the challenges of ever-changing times (Siregar et al., 2020).

However, the fact is that the assessment instruments used by educators have not been designed to be technology-based, keep up with current developments, and are not yet valid. Less practical, and less fun so that assessment often becomes a scrouge for students and results in low assessment results on procedural text material, ie only reach mark 73 from mark KKM 75. Matter This obtained based on results observation early ones done to educator Eye Lesson Language Indonesia class VII JUNIOR HIGH SCHOOL Country 2 Sibolangit, namely RN in the odd semester of the 2023/2024 Academic Year. Regarding the assessment system, educators still use conventional instruments in the form of exposure tests (paper-based assessments) which look less interactive and less fun. This was obtained from the results of a questionnaire distributed to class VII students at SMP Negeri 2 Sibolangit. Based on the results of the student needs analysis questionnaire completed by 32 students participant educate class VII JUNIOR HIGH SCHOOL Country 2 Sibolangit to instrument assessment Which used previously in the form of paper-based assessments, 65.6% of students felt that paper-based assessments were less interesting; 93.8 % feel that assessment less paper based reflects ability and students' knowledge; 100% of students thought that they had experienced difficulties when answering questions certain in assessment based paper, for example, limitations room or problem writing; 53.1 % of students feel that paper-based assessments do not always reflect their understanding; 34% of students feel worried or anxious about the results of the assessment; 68.8% of students stated that their experience of carrying out paper-based assessments was not very positive; 81.3% of students consider paper-based assessments to be less effective; 59.4% of students tend to be anxious when taking assessments based paper; 87.5 % consider assessment based paper not enough interesting; Even 96, 9 % Students are interested in trying assessment with technology. Apart from that, the assessment questions are also not based on high order thinking skills (HOTS). Of the 10 formative assessment questions analyzed, there were 3 questions that were classified as C1, 6 question classified on C2, And 1 question classified on C4. With thereby, can concluded that formative assessment questions are used at SMP Negeri 2 Sibolangit it is not yet based on high order thinking skills (HOTS). Therefore, during the assessment process, students feel less interested, less motivated, easy bored, And Still Lots participant educate Which cheat when implementation assessment. Assessment using conventional instruments in the form of exposure tests (paper-based assessments) has several weaknesses, ie not enough practical, exists cost procurement paper, time proofreading Which not enough effective and efficiency, as well as errors during proofreading (Hamidah & Wulandari, 2021a).

Based on the problems and phenomena above, it is necessary to develop assessment instruments by utilizing technology. The use of technology can facilitate students in terms of assessments that follow developments in technology(Lubis dkk., 2021). However, No all participants educate can take advantage technology in learning at school. Just like what happened to Class VII 2 students at Sibolangit 2 Middle School moment learning Language Indonesia. A number of participant educate No own gadgets (device). In the other side, There is also participant educate Which own gadgets (device) However constrained with package Internet. Besides Meanwhile, some students have gadgets (devices) but they are not their own but belong to their parents so they cannot take them freely to school. Thus, it is necessary to develop assessment instruments by utilizing technology that is not hampered by several of the obstacles previously mentioned, namely the development of assessment instruments assisted by paper mode Quizizz with the hope of increasing the practicality, effectiveness and efficiency of implementing learning assessments. The assessment instrument referred to by the researcher is a multiple choice question with the HOTS type which was developed with the help of paper mode quizizz.
The development and analysis of this assessment instrument is focused on Indonesian language subjects, procedural text material in accordance with Phase D Indonesian Language Learning Outcomes, namely students have the ability language For communicate And reason in accordance with objective, context social, And academic. Students are able to understand, process and interpret exposure information about various topics and literary works. Students are able to actively participate in discussions, present, and respond to non-fiction and fiction information presented; Students write various texts to convey their observations and experiences in a more structured manner, and write their responses to exposure And reading use experience And his knowledge. Participant educate develop competence self through exposure various text strengthening character. By more Specific Achievements Learning on Reading and Viewing elements, namely Students understand information in the form of ideas, thoughts, views, directions or messages from descriptive texts, narratives, poetry, explanations and expositions from visual and audiovisual texts to find explicit and implied meanings. Students interpret information to express sympathy, concern, empathy or opinions for and against visual and audiovisual texts. Students use other sources of information to assess the accuracy and quality of data and compare information on the text. Learners able to explore and evaluate various actual topics read and watched (Dewayani et al.,

Furthermore, analytical studies Discourse analysis studies of procedural texts are an important approach in understanding how procedural texts are used, their language structure, their communicative purposes, as well as their cultural and social implications. (Hamad, 2007; Putri dkk., 2023; Sariasih dkk., 2023). The following are several reasons why discourse analysis studies of procedural texts need to be carried out:

1. Understanding Structure and Readability. By analyzing procedural text discourse, students can understand how the text is organized and its language structure. This helps them know whether the intended reader or user easily understands the text.

2. Exploring Communicative Goals. Procedure texts have a specific communicative purpose, such as providing instructions or guidance on how to act. By analyzing the discourse of procedural texts, students can find the communicative goals contained therein.

3. Identifying the Language Used. Discourse analysis helps students identify the type of language used in procedural texts, including the use of imperative verbs, adverbs of time, and technical or special language that may be used.

4. Knowing Implicit Meaning. Sometimes, procedural texts have implicit or hidden meanings that need to be uncovered. With discourse analysis, students can discover these meanings and understand how they influence the reader’s interpretation of the text.

5. Social and Cultural Context. Procedure texts cannot be separated from the social and cultural context in which they are used. Discourse analysis helps us understand the social and cultural implications of procedural texts, including the values they contain and how they may reflect or influence the broader culture.

6. Effectiveness Evaluation. By analyzing the discourse of procedural texts, students can evaluate the effectiveness of the text in achieving its goals. This includes assessing whether the text is easy to understand, clear, and can guide the reader well in carrying out the procedures described.

7. Development of Assessment Instruments. The results of discourse analysis of procedural texts can be used to develop appropriate assessment instruments to measure students' understanding or skills in understanding and using procedural texts.

By conducting a discourse analysis study of procedural texts, students can gain a deeper understanding of how these texts are used, understood, and influence readers or users. This is very important in the context of education, communication, and product or service development. Based on studies literature Which researcher do, There is study previous has use Quizizz application as an instrument in assessment in several lessons and levels of education (Elisa et al., 2021; Hamidah & Wulandari, 2021b; Kurnia et al., 2022; Nisa & Pahlevi, 2021; Safitri et al., 2023). However, this research is still limited to the general Quizizz application. Research into the development of paper mode quizizz - assisted assessment instruments is still rare. Researchers use quizizz paper mode as a problem solving approach. The reason researchers chose Quizizz is because it has features that can help educators and students interact through fun assessments. Students will not feel like they are doing an assessment, instead they will feel like they are playing. Quizizz is a game- based learning platform that offers many tools to make learning interesting, interactive and fun (Putra, 2023a). Quizizz can be used for measure students' understanding of learning material. (Zhao, 2019) Quizizz is educational game -based software that brings interactive activities to learning give experience
Study pleasant (Son, 2023). Quizizz recently This own feature new, namely the paper mode feature. This feature can be used offline.

2. Method

This research uses a research design Research and Development (R & D) (Sugiyono, 2019). In study This Which will be developed is instrument assessment rocks quizizz paper mode on material procedure text in class VII SMP Negeri 2 Sibolangit. The final product will be evaluated for validity and practicality tests. This assessment instrument development model adopts the Borg and Gall development model which is simplified into eight stages, namely 1) Research and data collection; 2) Planning; 3) Development product beginning; 4). Test try beginning (20 participant educate); 5) Revision product beginning; 6) Test field (30 students); 7) Final product revision; and 8) Dissemination and implementation. This research will be carried out at SMP Negeri 2 Sibolangit, Deli Serdang Regency, North Sumatra in the odd semester of the 2023/2024 academic year. As for that The subjects in this research are assessment experts, design experts, educators, and students. Meanwhile, the object of this research is the development of an assessment instrument assisted by Quizizz paper mode on procedural text material as an implementation of the independent curriculum at SMP Negeri 2 Sibolangit. The data collection instruments used in this research were questionnaires and tests. To obtain an assessment of the products that have been produced, a questionnaire is distributed. This questionnaire was distributed to expert assessment (material, construction, Language), expert design, educator eye lesson Indonesian, as well as class VII students at SMP Negeri 2 Sibolangit. To find out the results of using assessment instruments, tests are carried out on students. The test applied in using the Quizizz paper mode-assisted assessment instrument is a formative test with a total of 25 multiple choice questions on procedural text material. Data collection techniques in this research include observation, interviews, And questionnaire. Technique analysis data Which used in study This There is two, ie analysis quantitative and descriptive qualitative data. Quantitative data analysis is used to analyze the collected data from questionnaire whereas analysis descriptive qualitative used For process results data from questionnaire comments and suggestions by experts. In this research, the types of data used include qualitative and quantitative data. Data qualitative obtained from comment suggestion from expert assessment (material, construction, Language) And field expert design, as well as results questionnaire response educator Language Indonesia And participant educate class VII-2 JUNIOR HIGH SCHOOL Negeri 2 Sibolangit. Meanwhile, Quantitative data was obtained from questionnaire assessment data from assessment experts (materials, construction, language) and design experts, as well as the results of questionnaire responses from Indonesian language educators. In analyzing the assessment data, a Likert scale was used.

3. Result

This research is research and development of an assessment instrument assisted by paper mode Quizizz shaped question choice double Which amount 25 about high orders thinking skills (HOTS). Instrument development assessment This aim For increase practicality implementation assessment learning Indonesian. Study And development This use model development Borg & Gall with eight systematic and structured stages. The first stage, namely the research and data collection stage. At this stage, observations, interviews, as well as analysis need educator nor participant educate. Based on results observation, interviews, as well analysis need educator Language Indonesia nor participant educate in class VII JUNIOR HIGH SCHOOL Country 2 Sibolangit obtained information that the instruments often used in carrying out assessments in class VII Indonesian language lessons at SMP Negeri 2 Sibolangit have so far been in the form of written questions or presentation-based tests. Not yet connected with technology so that not enough practical And need time Which long to check assessment results participant educate. Besides That, use instrument write or explained based test tends to give students a sense of anxiety. On the other hand, this instrument does not attract students’ interest because it is considered boring. Information was also obtained that the assessment instruments used were not based on high order thinking skills (HOTS). The solution to the problem above is to develop an assessment instrument for Indonesian language learning with the help of paper mode quizizz with the hope that participant educate more interested And enthusiastic For follow assessment learning as well as No bored when answering questions. Apart from that, educators will feel more practical in checking student assessment results.

The second stage, namely the planning stage. At this stage the first thing to do is identify the CP and CP elements that will be used. After that, the material to be researched is determined, namely material text
procedure on element read And watch. As for Which become reason election This material is because this material is needed in students' daily lives. Almost every aspect of students' lives cannot be separated from procedural texts. Therefore, This material needs to be discussed further so that students can understand it later can with easy understand instruction method use, method make, And method do something in everyday life. Then, the next step is to design the element CP matrix And objective learning Which want to achieved. Matter Which done furthermore on stage planning, namely compiling teaching modules. This teaching module is used as a reference for educators in carrying out learning activities or a framework that describes the organization of learning according to learning outcomes. The third stage, namely initial product development. This stage begins with creating assessment instruments for validators and users. Next, this was followed by creating grids and assessment questions in the form of multiple choice HOTS types on the quizizz application. The next stage is to validate the assessment instruments with validators which include assessment experts, design experts and class VII Indonesian language educators at SMP Negeri 2 Sibolangit. Two experts carry out assessment validation through revision stages based on comments and advice given. As for the results analysis end validation assessment of The two assessment experts can be seen in the following table.

<table>
<thead>
<tr>
<th>No.</th>
<th>Results Analysis Validation Expert Assessment</th>
<th>P (%)</th>
<th>Level Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Expert Assessment I</td>
<td>82.5%</td>
<td>Very Valid</td>
</tr>
<tr>
<td>2.</td>
<td>Expert Assessment II</td>
<td>86.25%</td>
<td>Very Valid</td>
</tr>
</tbody>
</table>

Average 84.38 % Very Valid

In accordance with results analysis validation, expert assessment First And second on table in on obtained validation results is at on intervals ≥ 81.5% – 100% with amount 84.38 % Which stated very valid. Thus, it can be concluded that the paper mode quizizz-assisted assessment instrument uses procedural text material proper to use. Furthermore, design validation was also carried out by two design experts through revision stages based on comment And suggestion Which given. As for results analysis end from second expert The design is presented in the table below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Results Analysis Validation Expert Design</th>
<th>P (%)</th>
<th>Level Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Expert Design I</td>
<td>90%</td>
<td>Very Valid</td>
</tr>
<tr>
<td>2.</td>
<td>Expert Design II</td>
<td>92%</td>
<td>Very Valid</td>
</tr>
</tbody>
</table>

Average 91 % Very Valid

Based on the analysis results first and second design expert validation then the validation results are at an interval achievement level of ≥ 81.5% – 100% with a total of 91% which was declared very valid. Thus, it can be concluded that the assessment instrument is assisted by Quizizz paper mode is suitable to use. Then, from the validation carried out by Indonesian language subject educators, the results were obtained validation is at on intervals 86 % - 100% with amount 86 % Which stated very practical. Therefore product instrument assessment help quizizz mode paper worthy used. After making Question grids and assessment questions that have been validated, the next stage in initial product development is moving these questions into the Quizizz application.

5. Discussion

Something instrument cannot be done directly used, but its validity must be tested first. This is done to prove that the instrument used to measure something is valid and suitable for use. Therefore, a validity test was carried out before the research was carried out. Anderson in (Arikunto, 2010) put forward, “a test is valid if it measures what it purpose to measure.” A An instrument or test can be said to be valid if the test measures what it is intended to measure. Validity comes from the word validity which means the extent to which a measuring instrument is accurate and accurate in carrying out its measuring function (Azwar, 2012). Apart from that, validity is a measure that shows that the variable being measured is truly
the variable that the researcher wants to study (Cooper & Schindler, in Zuliganef, 2006). Meanwhile, according to Sitinjak (2006) validity is related to a variable measuring what should be measured. Validity in research states the degree of accuracy of research measuring instruments to the actual content being measured. Validity test is a test used to show the extent to which the measuring instrument used in measuring what is being measured. Ghozali (2006) stated that the validity test is used to measure whether a questionnaire is valid or not. A questionnaire is said valid if question on questionnaire capable for disclose something Which the questionnaire will measure. Based on this, the development of an assessment instrument assisted by Quizizz paper mode on text material procedures are validated by experts assessment and design. Validation result data presented on following table.

<table>
<thead>
<tr>
<th>No.</th>
<th>Validator</th>
<th>Percentage %</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Expert Assessment</td>
<td>84.38 %</td>
<td>Very Valid</td>
</tr>
<tr>
<td>2</td>
<td>Expert design</td>
<td>91%</td>
<td>Very Valid</td>
</tr>
</tbody>
</table>

Based on The table above shows that the validation percentage from assessment experts is 84.38% with the very valid category and the validation percentage from design experts is 91% with the very valid category. Thus, the paper mode Quizizz-assisted assessment instrument on procedure text material in class VII of SMP Negeri 2 Sibolangit is suitable for use. For know level practicality instrument assessment help quizizz mode paper on Procedure text material obtained from questionnaires from users, namely educators and students. The result data is presented in the table below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Validator</th>
<th>Percentage %</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Educator Lesson Language Indonesia</td>
<td>82.5 %</td>
<td>Very Practical</td>
</tr>
<tr>
<td>2</td>
<td>Participant educate</td>
<td>97 %</td>
<td>Very Practical</td>
</tr>
</tbody>
</table>

Based on The table above shows the percentage of questionnaire analysis results from educators amounted to 82.5% in the very practical category and the percentage of questionnaire results from students was 97% in the very practical category practical. With thereby, instrument assessment help quizizz mode paper on material text procedures in class VII of SMP Negeri 2 Sibolangit are suitable for use. Based on the calculations that have been carried out, validation is carried out by the first assessment expert at stage I obtained percentage as big as 70% with category valid And on stage II obtained presentation amounting to 82.5% with a very valid category. From the results of the expert validation of the first assessment in stages I and II, an increase of 12.5% was seen. Meanwhile, validation results from the second assessment expert in stage I obtained a percentage of 83.75 with category very valid. Stage II obtained percentage as big as 86, 25% with category very valid. From results validation expert assessment second on stage I And II seen an increase of 2.5%. Thus, the average percentage of expert validation results from the first and second assessments was 84.38% with a very valid category.

In side other, implementation validation from expert design First on stage I obtained percentage as big as 88% in the very valid category and in stage II a percentage of 90% was obtained in the very valid category. From results validation expert assessment First on stage I And 2 happen enhancement as big as 2%. Meanwhile, the validation results from the second design expert obtained a percentage of 92% with a very valid category. Thus, the average percentage of validation results from the first and second design experts is 91% with a very valid category. Based on calculations, the results of the questionnaire from Indonesian language subject educators in stage I were obtained percentage of 79% with category valid And on stage II percentage obtained of 86% in the very practical category. In this case there is an increase of 7%. Meanwhile, if you look at the results of the questionnaire analysis from students, a percentage of 97% is obtained in the very practical category. Thus, the average percentage of questionnaire analysis results shows that the assessment instrument is assisted quizizz mode paper on material text procedure in class VII JUNIOR HIGH SCHOOL Country 2 Sibolangit very practical with a percentage of 91.5% so it is suitable for use.

Based on the results of product trials carried out on 20 students of SMP Negeri 2 Sibolangit from 25 item question, there is 20 item question valid And 5 question No valid with level reliability item question
at 0.87 with category level reliability very tall. Dition other if seen level difficulty question from 25 question, 8 question or 30 % classified easy, 12 question or 50 % classified currently, And 5 question or 20 % classified hard. Furthermore of 25 question, 24 question own Power differentiator Good And 1 question own Power differentiator Good very. In side other, based on results test field product Which done to 30 participant educate SMP Negeri 2 Sibolangit of the 25 questions, there are 25 valid questions with a level of reliability items at 0.90 with category level reliability very tall. Dition other If seen level difficulty question from 25 question, 8 question or 30 % classified easy, 12 question or 50 % classified currently, And 5 question or 20 % classified hard. Furthermore, all 25 questions have good discriminating power.

Based on the data above, the quizizz paper mode assessment instrument in procedural text material can be a very practical choice and is suitable for use for several reasons, namely

1. Ease of Arrangement. Educators can quickly compose assessments using procedure text material in Quizizz in paper mode. This allows educators to create assessment instruments that suit learning needs quickly and efficiently.

2. Flexible Use. Paper mode allows assessments to be carried out in various learning environments, both inside the classroom and outside the classroom. This provides flexibility for educators to integrate assessments with various learning activities.

3. Monitoring Student Progress. Despite using paper mode, educators can still track students' progress and performance effectively through the quizizz platform. The data collected can provide valuable insight into students' understanding of procedural text material.

4. Possibility of Customization. Educators can adjust assessments according to learning needs and student characteristics. Educators can also add questions that are relevant to the procedural text material, set the level of difficulty, or use various types of questions to test students' understanding holistically.

5. Reducing Fraud. Using paper mode in Quizizz can help reduce the tendency of cheating in assessments. In the absence of immediate access to answers or other options, students are more likely to provide answers they know are correct.

6. Efficiency in Assessment. Using quizizz-assisted assessment instruments in paper mode can increase efficiency in the assessment process. Educators can quickly collect and evaluate quiz results using this paper mode.

Thus, using the Quizizz-assisted assessment instrument in paper mode for procedural text material is a practical choice because it allows for quick preparation of quizzes, effective monitoring of student progress, and flexibility in its use in various learning contexts.

Unveiling Classroom Dynamics: Discourse Analysis of Assessment Instruments and Implications for Curriculum Design and Pedagogy

The utilization of discourse analysis in examining the assessment instruments offers a profound understanding of the dynamics within the classroom environment. By delving into the interactions that occur during assessment activities, researchers gain insights into how students engage with the material, how they articulate their understanding, and how educators provide feedback. Through this lens, the assessment process transcends mere evaluation; it becomes a platform for meaningful dialogue and knowledge construction. Moreover, discourse analysis sheds light on the effectiveness of the assessment instruments in fostering learning experiences. It uncovers nuances in communication patterns, revealing whether students feel empowered to express themselves, whether the assessment format stimulates critical thinking, and whether collaborative learning is encouraged. These insights are invaluable for educators seeking to optimize their teaching strategies and enhance student engagement.

Furthermore, the implications extend beyond the immediate classroom context. By understanding how assessment instruments influence interactions and learning outcomes, educators can refine curriculum design to better align with pedagogical goals. They can tailor instructional materials to cater to diverse learning styles and promote inclusive learning environments. Additionally, insights from discourse analysis can inform professional development initiatives, equipping educators with strategies to enhance their teaching practices and support student learning effectively. In essence, the integration of discourse analysis into the evaluation of assessment instruments offers a holistic perspective on the educational process. It not only assesses student performance but also illuminates the underlying mechanisms that shape teaching and learning dynamics. As such, it provides a foundation for continuous improvement in
The study delves into the efficacy of assessment instruments, particularly those assisted by Quizizz paper mode, in enhancing learning experiences for Class VII students at SMP Negeri 2 Sibolangit. Through a research and development approach, it investigates the development process, validity, and practicality of these instruments, aiming to improve classroom dynamics. Utilizing discourse analysis, the research uncovers how these assessment tools contribute to meaningful interactions within the classroom setting. The findings shed light on the potential implications for curriculum design and pedagogical practices, emphasizing the significance of adopting innovative assessment methods to enrich the educational experience.

5. Conclusion

Based on the comprehensive examination of the research on the development of paper-style Quizizz assessment instruments for procedural text material as part of the independent curriculum implementation in seventh-grade classrooms at SMP Negeri 2 Sibolangit, several key conclusions can be drawn. Firstly, the development process adhered to the Borg & Gall model, consisting of eight sequential stages, ensuring the quality and suitability of the assessment tools for learning purposes. Validation by experts confirmed the high validity and practicality of the Quizizz-assisted assessment instruments, with scores indicating their effectiveness in facilitating learning assessments. The study also revealed the significant impact of these assessment methods on enriching the classroom environment and fostering meaningful interactions among students. Employing discourse analysis, the research provided valuable insights into the implications of innovative assessment techniques for curriculum design and pedagogical practices, emphasizing the importance of incorporating such methods to enhance educational outcomes. Overall, the findings underscore the importance of utilizing advanced assessment tools to promote effective learning experiences and improve student engagement in the classroom.

Declaration of Conflicting Interest

We confirm that we have no conflicts of interest that could affect the fairness, honesty, or interpretation of the study's results. We acknowledge that there are no financial, personal, or professional connections that could unfairly influence how this research was conducted or reported. Our study was conducted ethically and with genuine intentions, without any external influences seeking to provide support for its outcomes. Every aspect of the research, including data analysis and decision-making, was done independently, without interference from any parties that could bias the results. Additionally, we assure that this study followed all relevant laws, guidelines, and scientific standards. We are dedicated to upholding academic integrity and professionalism throughout the investigation, ensuring that readers receive accurate and trustworthy information. Therefore, we are confident that this study was conducted openly and honestly, without any conflicts of interest that could compromise its credibility.

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