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DEVELOPMENT OF CLASSPOINT-BASED LEARNING EVALUATION TOOLS TO INCREASE MOTIVATION AND LEARNING OUTCOMES IN SOCIAL SCIENCES SUBJECTS

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Abstract

This research aims to produce a classpoint-based evaluation tool that is feasible, effective and interesting to increase motivation and learning outcomes for class VII social studies at SMPN 1 Kudu Jombang. This research uses the Dick and Carey development model. Analysis of feasibility and attractiveness uses the calculation of the average value (mean) for each indicator, gain score to determine the level of effectiveness, and paired t-test analysis to determine the significance of the difference between motivation and student learning outcomes before and after using the evaluation tool based on Classpoint. The respondents in this research were 28 people from class VIIA as the trial class. The classpoint-based evaluation tool developed was declared very suitable for use in learning based on material expert validation and learning evaluation. The results of pre-test and post-test calculations also show high effectiveness. Empirical verification using a correlated t-test obtained a 2-tailed significance value of 0.00. This shows a significant influence on the motivation and learning outcomes of class VII students at SMPN 1 Kudu Jombangbefore and after using the classpoint-based evaluation tool.

Keywords: Evaluation tools, class points, motivation, learning outcomes

INTRODUCTION

Evaluation is a key stage to obtain accurate information about the success of the learning process and the obstacles faced. Merten & Wilson in Lagantondo et al. (2023) states that one of the objectives of evaluation is to measure the level of success of a program that has been implemented. This statement is supported by opinionArikunto (2018) that one of the functions of evaluation is to find out the extent to which a program has been successfully implemented.

One important factor in achieving success in the learning process is motivation. Students will achieve maximum success if they have high learning motivation. According to Elvira et al. (2023)Learning motivation is the drive or energy within a person to learn and change his behavior in such a way that the learning goal is achieved. So motivation is very necessary to arouse students' enthusiasm for learning so that learning activities can run well. The definition of learning motivation according to Sardiman in Setiyaningsih & Sunarso (2020) is the overall driving force within the student which gives rise to learning activities, ensures the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved.

Many things cause low student motivation to learn, one of which is the use of evaluation tools that are monotonous and less interesting. The impact of this is low student learning outcomes. Observations at SMPN 1 Kudu Jombang support this statement. The observation results show that the completeness data on student learning outcomes is 13.55%. Findings Nadhliroh & Prasetyaningtyas (2018)also stated that one of the causes of low student motivation and learning outcomes is the use of monotonous and uninteresting evaluation methods and tools. For this reason, it is necessary to develop interesting learning evaluation tools, one of which is a classpoint-based learning evaluation tool.

*Classpoint*is an application that can be used by teachers to create quizzes in the teaching and learning process, and students can answer more interesting questions with multiple choice questions, short answers, word clouds, slide drawing, competition mode, and many more (Kurniawan & Ika Yatri, 2022;Wao et al, 2022; Fitriana, 2023). By using classpoint, the learning and evaluation process carried out by teachers is expected to become more interesting and can increase student motivation and learning outcomes in following a series of learning processes. As explained byKurniawan & Ika Yatri (2022) which states that Classpoint can make it easier for teachers to make evaluations more interesting and interactive so that it can increase student learning motivation and have a direct impact on improving student learning outcomes.

This research aims to produce a classroom-based evaluation tool that is feasible, effective and interesting to increase motivation and learning outcomes in social studies subjects in class VII SMPN 1 Kudu Jombang.Arikunto (2018) states that the evaluation tools developed must be feasible, effective and efficient to obtain good results in accordance with the reality being evaluated. Besides that Nabilah & Subroto (2021) stated that interesting evaluation tools make students more active, interactive, and serious in participating in the evaluation process.

The novelty of this research is what differentiates it from several previous studies (Kurniawan & Ika Yatri 2022; Fitriana, 2023; Setiyanto, 2023; Sundari & Muhlis., 2021; Wao et al., 2022) is the development of an evaluation tool tested directly in the classroom on social studies material at junior high school level which uses an independent curriculum, and the variables influenced are motivation and learning outcomes.

Considering the various descriptions above, researchers need to develop learning-based evaluation tools to increase motivation and learning outcomes in class VII social studies subjects at SMPN 1 Kudu Jombang.

METHOD

This research is development research using the Dick and Carey development model where there are ten stages, namely a) goal and needs analysis, b) learning analysis, c) learner and context analysis, d) formulating performance goals, e) developing instruments, f) developing learning strategies, g) developing and selecting learning materials, h) designing and conducting formative evaluations, i) carrying out revisions, and j) Summative evaluation (Setyosari, 2020). The population in this study were all class VII students, while the sample was class VII A of SMPN 1 Kudu Jombang. The sampling technique used is simple random sampling because the population is homogeneous (Sugiyono, 2019). The instrument used to collect data in this research was a questionnaire with a Likert measurement scale.

Analysis of feasibility and attractiveness uses the calculation of the average value (mean) for each indicator according to the feasibility analysis technique of the Mardapi evaluation tool in Handayani (2021). The calculation results criteria are presented in the following table.

Table 1. Categories of expert validation score values

Score	Score Range	Category
4	$X \geq 3.0$	SL (Very Decent)
3	$3.0 > X \geq 2.5$	L (Decent)
2	$2.5 > X \geq 2.0$	KL (Less Appropriate)
1	$X < 2.0$	TL (Not Eligible)

The level of effectiveness and feasibility of the evaluation tool developed was analyzed using the gain score calculation according to Hake in Nurhairunnisah & Sujarwo (2018). Based on the calculations carried out, the criteria are obtained as in the following table.

Table 4.14 Interpretation of Gain Score

No	Value (g)	Classification
1	(N-gain) ≥ 0.7	Tall
2	0.7 > (N-gain) ≥ 0.3	Currently
3	(N-gain) < 0.3	Low

The influence of the developed evaluation tool on motivation and learning outcomes was analyzed using paired t-tests. Where the difference between the old and new systems is said to be significant if the 2-tailed significance value is <0.05 (Ghozali, 2020). Testing the paired t-test analysis in this study used SPSS 24

statistical software.

RESULTS AND DISCUSSION

Results

The research results presented are in the form of analysis of the needs for developing classpoint-based evaluation tools, expert validation results, effectiveness results, and the influence of the evaluation tools developed on motivation and learning outcomes.

Needs Analysis

Data on teachers' needs for developing classpoint-based evaluation tools was obtained from a questionnaire given to teachers teaching social studies at SMP Negeri 1 Kudu Jombang. Likewise, data on student needs for the development of classpoint-based evaluation tools was also obtained from a questionnaire given to class VII students at SMPN 1 Kudu Jombang.

The results of the questionnaire given to class VII students showed that 20.96% of students stated that they strongly agreed with the development of classpoint-based learning evaluation tools, 71.26% of students stated that they agreed, 7.78% of students stated that they did not agree and no students stated that strongly disagree. Data from the questionnaire given to teachers showed that 33.33% said they strongly agreed, while 66.67% said they agreed with the development of classpoint-based learning evaluation tools.

Based on the analysis of student and teacher needs regarding the development of classpoint-based evaluation tools, a conclusion can be drawn that the development of classpoint-based evaluation tools is needed by the majority of students and teachers in social studies learning at SMP Negeri 1 Kudu Jombang.

Material Expert Validation

The data presented comes from a material expert validation questionnaire that has been prepared by the researcher. The material expert validation questionnaire contains validation questions about the material used in the test, question construction, language and culture contained in the questions. From this instrument, expert suggestions will be obtained whether the evaluation tool developed is suitable for use without revision or is suitable for use but revised first.

The research results show that the material aspect received a score of 95%, this means that the material tested in the learning evaluation tool is in accordance with the learning objectives. Meanwhile, the question construct got a score of 92.5%, which shows that the question is able to measure the material according to the objectives to be achieved. The results of the language and culture study obtained a score of 100%, which shows that the use of language is in accordance with specified rules and does not cause errors in understanding the questions.

The results of the analysis of all questionnaire scores showed that the average score value (X) was 3.89. This means that the evaluation tool developed is very suitable for use in the learning process.

Learning Evaluation Expert Validation

The data presented is the result of filling out a questionnaire conducted by a learning evaluation expert. Based on the analysis of the results of the learning evaluation expert validation questionnaire, an average score of 3.70 was obtained, which means that the evaluation tool is very suitable for use in the learning process.

Apart from analysis using the average questionnaire score, the feasibility of the evaluation tool developed is also seen through the validity and reliability of the questions used.Haryanto (2020) believes that a good measuring instrument must have two criteria, namely high validity and reliability. Validity means the accuracy and accuracy of the results of the measuring instrument in accordance with the size of the symptoms being measured. Meanwhile, reliability is the level of consistency if a test instrument is used to measure the same group at different times.

The validity and reliability of the questions used were analyzed using SPSS 24. The results of the reliability calculations are displayed in the following table

Table 2. Reliability Calculation Results

Reliability Statistics

Cronbach's Alpha	N of Items
0.698	10

Based on the results of the analysis using the product moment formula, the results showed that the 10 questions used in the pretest showed that all of the questions were valid. Meanwhile, the results of the reliability test stated that the Cronbach's Alpha value was 0.698 > 0.6, which means that the questions used in developing this classpoint-based evaluation tool had reliable criteria. This is in accordance with opinionGhozali (2020) shows that Cronbach's Alpha is acceptable if > 0.6.

Effectiveness Analysis

The data presented comes from pre-test and post-test questions prepared by researchers, consisting of questions to determine students' understanding before and after carrying out learning evaluations using classpoint-based evaluation tools.

In research conducted in class VIIA, which was attended by 28 students, it was found that an average score of 60 was obtained in the pre-test, while in the post-test the average was 89.39. These data show that during the pre-test the number of students who achieved the criteria for completing the learning objectives (KKTP) was 7 people (25%) while in the post-test the number of students who achieved the criteria for completing the learning objectives (KKTP) was 24 people (85.7%).

Based on the results of the gain score calculation, the gain value (g) is 0.73, so it can be interpreted that the level of effectiveness of the classpoint-based evaluation tool is high. This means that classpoint-based evaluation tools are very effectively applied in the learning process.

The results of the study show that the effectiveness of the classpoint-based evaluation tool is due to increased student motivation in participating in learning evaluations. Challenging and fun evaluation tools make students more enthusiastic in working on evaluation questions. Star appearances, correct answers and student rankings cause students to try to prepare themselves as best as possible in order to get lots of stars. Pleasant evaluation conditions will result in the emergence of a school environment that is comfortable for students to carry out learning and evaluation activities.Soraya & Alizza (2023) states that a comfortable and enjoyable school environment can increase students' interest in participating in learning and the evaluation process, so that student learning outcomes can improve.

The effectiveness of this classpoint-based evaluation tool needs to be balanced with the teacher's astuteness in allocating the right time for each question category. A long time will make students bored so that the element of challenge contained in this classpoint-based evaluation tool will be lost. Meanwhile, too fast a time will make students panic which will ultimately reduce their motivation in working on questions. According toNabilah & Subroto (2021) time restrictions carried out appropriately by teachers can increase students' sense of competition in working on evaluation questions.

Attractiveness Analysis

The attractiveness test data comes from a questionnaire that has been prepared by researchers consisting of scores for each point assessed. Providing questionnaires to students is carried out via the Googleform application. The research results show that in the aspect of use, 89% of students stated that the evaluation tool was easy to use. In terms of appearance, 83% of students stated that the classpoint-based evaluation tool looked attractive. Meanwhile, in the aspect of attractiveness, 88% of students stated that overall the Classpoint-based evaluation tool was interesting to use in learning.

Based on the results of the analysis, the average score was 3.48. This means that the level of attractiveness of the evaluation tool developed is "very feasible". So it can be said that the evaluation tool developed is very suitable for use in the learning process.

The attractiveness of this evaluation tool development product lies in Classpoint's ability to create a competitive atmosphere in the evaluation activities being carried out by students. In this application students will see the number of stars they get when they answer a question correctly. Apart from that, students also

get certain points for each question they do correctly so that there is a feeling of pride or success when students can do a question correctly. This is in accordance with the opinion of Nabilah & Subroto (2021) that challenging evaluation tools are very good to use to support the learning process.

Apart from the strengths of the classpoint-based evaluation tool above, it is also necessary to pay attention to several weaknesses of this classpoint-based evaluation tool. The first weakness is students' mastery in conducting evaluations using Classpoint-based evaluation tools. To overcome this, students are first introduced to Classpoint. They were invited to practice several times to get used to the claapoint application, so that when the post-test was carried out the students were fluent in using the evaluation tool. According toAini (2019) The application of interactive evaluation tools will not work well if there are still many students who are unfamiliar with these evaluation tools.

Another weakness that must be anticipated by users of evaluation tools is accuracy in setting the length of time to work on each question. If the time to work on questions is too long, the element of challenge in the evaluation tool will disappear, so that students do not feel competitive. On the other hand, if too little time is given, students will not have the opportunity to think well when working on the problem. Nabilah & Subroto (2021) states that time restrictions carried out appropriately by teachers can increase students' sense of competition in working on evaluation questions.

Another problem that can arise in order to increase the attractiveness of Classpoint-based evaluation tools is the stability of internet access in the school environment. As an internet-based application, the smoothness and attractiveness of the Claspoint-based evaluation tool is very dependent on the stability of internet access when carrying out evaluation activities. Unstable internet access causes the display of questions on students' cellphones to experience delays. Nabilah & Subroto (2021) stated that interactive evaluation tools really need stable internet access to be implemented well and to provide effective results.

Analysis of Influence on Motivation

Student motivation data was obtained by giving motivation questionnaires to students before and after using the classpoint-based evaluation tool. The research results can be described that before using the classpoint-based evaluation tool there were still 21.4% of students whose motivation was not good, while 78.6% of students had good and very good motivation. After using Classpoint, there were no students with less than good motivation, all of them had good and very good motivation.

Analysis of the questionnaire results using the gain score obtained a gain value (g) of 0.49, which states that the influence of the Classpoint-based evaluation tool on student motivation is in the medium category. Further proof of the influence of the developed evaluation tool was carried out empirically using paired t-tests in SPSS 24. The test results obtained a 2-tailed significance value of 0.00<0.05 indicating that there was a significant difference between motivation before and after using the classpoint-based evaluation tool. . This shows that there is a significant influence on the differences in treatment given.

The influence of classpoint-based evaluation tools on motivation occurs because of the ability of this application to create interesting activities for students during learning activities. This causes students to feel happy following the learning process and the evaluation carried out. According to Uno in Nasrah & Muafiah (2020) interesting activities such as simulations or games make the learning process meaningful, which will always be remembered and understood. Having these interesting activities can also motivate and excite students to learn so that students become active in class.

What teachers must pay attention to so that the product's strength in creating enjoyable learning activities is maintained is the smoothness of the classpoint-based evaluation tool when used. When the evaluation tool runs smoothly, student motivation in participating in learning activities will also remain high. But when problems occur, students will experience various pressures that make them panic so that their motivation decreases. Therefore, teachers

must first simulate the classpoint-based evaluation tool before implementing it. This is in accordance with opinion Aini (2019) that the application of interactive evaluation tools will not work well if there are still many students who are unfamiliar with these evaluation tools.

Another weakness that may arise and must be anticipated when using Classpoint-based evaluation tools is the smoothness of the internet connection. This is because classpoint-based evaluation tools are more suitable when used online via the internet network. An internet network that is less stable means questions cannot be done well, which can ultimately reduce students' interest in learning. This is in accordance with the research results Yustina & Havifah Cahyo Khosiyono (2023) which states that if the internet signal is unstable then the questions cannot be read properly, this causes students to become mentally disturbed, they are afraid of being left behind with their friends, thus affecting students' learning motivation to decrease.

Analysis of the Influence on Learning Outcomes

Data on student learning outcomes were obtained from post-test and pre-test results. The results of the research explain that before using the classpoint-based evaluation tool, there were still 39.3% of students whose learning outcomes had not been completed, while 70.7% of students had completed it. The results of the analysis using the gain score obtained a gain value (g) of 0.73 so that it can be interpreted that the level of effectiveness of the classpoint-based evaluation tool is high.

Empirical proof of the effect of using Classpoint-based evaluation tools on improving student learning outcomes was carried out using statistical tests using the paired t-test via the SPSS 24 application. pretest and posttest. These two analyzes show that the developed classpoint-based evaluation tool is very effective in the learning process.

The strength of classpoint-based tools in improving student learning outcomes lies in the ability of classpoint-based evaluation tools to increase student interest and motivation in learning, so that ultimately student learning outcomes also increase. This is in accordance with opinion Hassan (2023) that one of the factors that influences the learning outcomes achieved by students is motivation, interest and attention.

The weakness of the classroom-based evaluation tool in improving learning outcomes occurs when students do not master the application in evaluation activities. Therefore, teachers must introduce and simulate this classpoint-based evaluation tool first before using it in learning activities. This is in accordance with opinion Aini (2019) that the application of interactive evaluation tools will not work well if there are still many students who are unfamiliar with these evaluation tools.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The classpoint-based evaluation tool developed was declared very suitable for use in learning based on the material expert validation score of 3.70 with a percentage of 9.25% and the very feasible category. Based on the learning evaluation expert validation score of 3.70, the percentage was 9.25% and the category very worthy. The results of pre-test and post-test calculations also show high effectiveness. Based on the calculation results, the gain value (g) is 0.73 with high criteria. Empirical verification using a correlated t-test obtained a 2-tailed significance value of 0.00. Based on this, it can be concluded that the classpoint-based evaluation tool developed is suitable for use and has a significant effect on the motivation and learning outcomes of class VII students at SMPN 1 Kudu Jombang.

Suggestion

The use of classpoint-based evaluation tools should be adjusted to the condition of school facilities and infrastructure. Although this classpoint-based evaluation tool has been proven to increase student motivation and learning outcomes, smooth internet access is also an important support in using this evaluation tool. This is because the Classpoint application was basically developed for online use. Teachers can modify the use of this evaluation tool by using a projector in front of

the class for offline use.

Further development of this product needs to be carried out for use in other subjects. This development is needed so that classpoint can be used more widely for all subjects. Each subject has different characteristics and approaches according to its character, therefore development is needed in terms of material/content.

Furthermore, in terms of the appearance and ease of use of the classpoint-based evaluation tool, it is necessary to develop question features that are more attractive to students both in terms of the images used and in terms of color selection. It is also necessary to develop the use of this classpoint-based evaluation tool offline so that schools whose internet networks are less stable can still use this classpoint-based evaluation tool.

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