Development of Short Story and Popular Text Writing Evaluation Tool Via Quizizz Application

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ABSTRACT

In the pursuit of enhancing creative writing proficiency, the challenge students face in crafting short and popular stories within a contextual framework is a prevalent issue. This study addresses this concern by developing an evaluation tool utilizing the Quizizz application to assess students’ skills in this particular aspect of writing. Thirty-five participants from the Indonesian Language and Literature Education program engaged in surveys and semi-structured interviews, revealing the effectiveness of the evaluation tool in helping students identify their potential levels. Guided by the 4D development model, the study incorporated material and evaluation expert assessments, item analysis, and user response questionnaires. Employing a rating scale and Kuder-Richardson for item analysis, the research selected 30 questions that ensured differentiation, difficulty level, validation, and reliability, with a high-reliability coefficient of 0.727. The overall assessment, considering material and evaluation experts, as well as student and lecturer responses, indicated a high level of approval for the quiz application’s feasibility in evaluating learning outcomes. This research highlights the significance of innovative tools in assessing and improving creative writing skills, offering valuable insights for educators seeking effective approaches to enhance students’ narrative abilities within constrained contexts. It emphasizes the importance of such innovative assessment tools to empower students in writing short stories and popular texts.

Keywords: evaluation tools, popular text writing, Quizizz application, short story.

1. INTRODUCTION

Education plays a crucial role in enhancing the quality of human resources and preparing for the era of Society 5.0. Besides education, various elements, including the

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government, community organizations (CSOs), and the entire community, contribute to the emergence of Society 5.0. To address the educational challenges of this era, the 4C skills (Creativity, Critical Thinking, Communication, and Collaboration) of the 21st century is essential. Professors are expected to be creative, and capable of instructing, motivating, and serving as role models. The process involves hiring, educating, motivating, and moulding the character of students in higher education. Moreover, learning must become autonomous in Indonesian education, with lecturers as the driving force. From these statements, it is evident that education emphasizes not only artificial intelligence but also the human element as its guiding principle.

In the era of Society 5.0, our education system embraces a balanced society through technology integration. This paradigm, as highlighted by Ramadhani et al. (2019) and Triadi et al. (2022), envisions a future where the Internet plays a pivotal role in reducing human inequality and economic challenges. Society 5.0 focuses on meeting diverse needs with essential products and services, aiming for universal access to high-quality amenities. This transformative approach not only emphasizes technological advancements but also strives for inclusivity, ensuring that the benefits of innovation are accessible to all for a harmonious and comfortable existence.

Notably, Quizizz boasts user-friendly features and robust technical support, eliminating the need for complex technical expertise from lecturers and students. Through interactive quizzes and questions, students actively engage in the learning process, contributing to a deeper understanding of the material. Quizizz stores comprehensive data on students’ quiz results and learning progress, providing lecturers with insights to tailor teaching strategies accordingly (Amin & Sundari, 2020). Hence, the research question for this study:

1. How effective is the Quizizz application as an evaluation tool in assessing the skills of Indonesian Language and Literature Education students in crafting short and popular stories within a contextual framework?

2. LITERATURE REVIEW

2.1 Hybrid Learning

Hybrid learning systems present challenges and opportunities for educational institutions, lecturers, and students. Effective use of technology and learning strategies contributes to the success of hybrid systems, enhancing students’ educational experiences. Hybrid courses, known as blended learning, integrate face-to-face learning and online learning. They aim to leverage the benefits of both approaches for a more adaptable and effective learning environment (Setyowati & Sukmawan, 2021). The use of technology in platforms like Quizizz supports online learning, particularly relevant in distance or blended learning. Quizizz in hybrid learning provides flexibility, engagement, technology involvement, and monitoring of student progress. It enhances the learning experience, making it more diverse and effective, positively impacting students’ writing skills and understanding of short stories or popular writing (Aziz et al., 2019).

Digital literacy in the context of short stories or popular writing refers to one’s adept use of digital technology for reading, writing, analyzing, and engaging with such content. Its development empowers individuals to optimize digital technology’s benefits in short stories or popular writing. This proficiency fosters active, critical, and empowered engagement in an increasingly advanced digital environment (Alhojailan, 2021).
2.2 Quizizz Application

In the realm of learning technology, utilizing the Quizizz platform requires digital literacy, signifying the ability to effectively employ the platform for learning and instruction. Quizizz serves as an online learning tool enabling lecturers to create engaging and interactive assessments. Lecturers should emphasize digital ethics and awareness when using Quizizz, leveraging its collaboration and competition features to enhance student engagement. Incorporating Quizizz in class and for assignments enhances students’ digital literacy, fostering independent learning habits and effective technology use for learning short stories or popular writing (Halimah et al., 2020; Wardana et al., 2022).

Teaching short stories or popular text writing with Quizizz is an interactive and engaging approach. Here are ways to utilize Quizizz to improve writing skills: present writing challenges for students to create brief stories or popular writing on specific topics or within time constraints. Students can compose stories outside of Quizizz and upload them to the platform. Continuous evaluation involving the active participation of lecturers and students enhances Quizizz’s effectiveness for learning short stories or popular writing. This platform aids students in honing writing skills through assessments, challenges, and interactive exercises, enhancing their ability to compose engaging short stories and popular writing. Active participation and continuous evaluation contribute to optimizing Quizizz for the study of short stories and popular writing (Gustianti et al., 2021; Sulaiman & Ramadhan, 2022).

2.3 Tech-Based Evaluation Tool for Short Story Writing

The purpose of developing an evaluation tool for learning short stories or popular writing using technology, specifically the Quizizz platform, brings several advantages for both lecturers and students. Quizizz utilizes an interactive quiz format that incorporates elements of play and competition, making learning fun and interesting for students, thereby enhancing their motivation to participate (Silviyanti et al., 2022). This technology enables students to access quizzes at their convenience, promoting flexible learning based on individual needs and schedules. Lecturers benefit from real-time monitoring and evaluation of student performance through the Quizizz platform, allowing for immediate feedback and targeted support in areas requiring improvement (Hadiyanto et al., 2019; Malvado et al., 2022).

Furthermore, Quizizz supports multimedia integration, including images and videos, aiding in clarifying concepts and enhancing students’ comprehension of the topics being taught. The Peer Review feature facilitates collaborative learning and peer interaction, enriching the overall learning experience (Ansoriyah & Irawan, 2022; Waluyo & Tran, 2023). The platform’s scoring system and recognition for high achievers foster a healthy competitive learning environment, motivating students to strive for improvement in their writing skills.

3. RESEARCH METHODS

The development of an evaluation tool for learning short stories or popular writing using technology, particularly the Quizizz platform, holds several advantages for both lecturers and students. Quizizz employs an interactive quiz format that incorporates elements of play and competition, making learning enjoyable and captivating for students, thereby enhancing their motivation to participate (Silviyanti et al., 2022). This technology
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Table 1. Categories of assessment by validators.

<table>
<thead>
<tr>
<th>Assessment score</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>SA : (Strongly Agree)</td>
</tr>
<tr>
<td>4</td>
<td>A : (Agree)</td>
</tr>
<tr>
<td>3</td>
<td>U : (Undecided)</td>
</tr>
<tr>
<td>2</td>
<td>D : (Disagree)</td>
</tr>
<tr>
<td>1</td>
<td>SD : (Strongly Disagree)</td>
</tr>
</tbody>
</table>

Calculating the percentage of the validation value determines validity.

\[
\text{Percentage} = \left( \frac{\text{Score obtained}}{\text{Maximum Score}} \right) \times 100\%
\]

Table 2 displays the criteria used to determine validity, such as follows.

Table 2. Product validity criteria.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 20</td>
<td>Very Unfeasible/Very Bad</td>
</tr>
<tr>
<td>21 – 40</td>
<td>Not Feasible/Bad</td>
</tr>
<tr>
<td>41 – 60</td>
<td>Feasible Enough/Good Enough</td>
</tr>
<tr>
<td>61 – 80</td>
<td>Feasible/Good</td>
</tr>
<tr>
<td>81 – 100</td>
<td>Very Feasible/Very Good</td>
</tr>
</tbody>
</table>

4. RESULTS AND DISCUSSION

4.1 Results

This questionnaire application follows the 4-D development paradigm introduced by Thiagarajan et al. (1974) for crafting online learning assessment instruments,
encompassing the Define, Design, Develop, and Disseminate phases. However, the research conducted in this study primarily focused on the third stage, Development (Ansoriyah, 2021; Winarni, 2003). The study aimed to create learning evaluation instruments utilizing the Quizizz application, aligning with an initiative to implement a hybrid learning program.

4.1.1 The Definition Stage (Define)

During this stage, activities are conducted to define and establish learning requirements through needs analysis. Circular letter No.4 of 2020 from the Ministry of Education and Culture prohibits universities from conducting face-to-face lectures, mandating the implementation of online education. This is part of the government’s initiative to introduce hybrid courses that necessitate the use of digital learning platforms, collaboration applications, and online communication tools. Despite the online nature of learning, there is interaction between lecturers and students. Lecturers must allocate time for question-and-answer sessions, online consultations, and effective communication via online media (Puspitayani et al., 2020; Sismiati & Latief, 2012).

The hybrid system incorporates an evaluation of student performance that reflects learning in both face-to-face meetings and online environments. Grading involves online assignments, examinations, discussions, and group projects. A cycle of evaluation occurs before, during, and after online learning, aiming to assess the extent to which learning objectives have been achieved. Therefore, it is essential to select a tool capable of measuring the attainment of learning objectives in online learning (Tahang, 2021).

By integrating technology in the development of the Quizizz evaluation tool, learning short story writing or popular writing becomes more interactive, interesting, and diverse. The use of technology can enhance student engagement and understanding in learning, providing valuable information to improve future teaching strategies (Mustafa & Samad, 2015; Sudirman et al., 2021).

4.1.2 The Design Stage (Design)

The stage of designing online learning evaluation instruments using the Quizizz application commences with the creation of evaluation questions, administered to students who have studied the short story/popular text writing material to assess its quality. The content of this study comprises inquiries about the short story/popular text composition based on indicators of learning achievement for a short story/popular text material. To ascertain differentiation, difficulty level, validation, and reliability, 40 queries were evaluated. Students who had studied short story and popular text writing were assigned this query as an exam question.

The difficulty index of the forty queries examined was as follows: 3 simple, 32 medium, and 5 difficult. For the research instrument, 30 questions were selected from a pool of 32 medium questions. On the Distinguishing Power Test, 30 of the 40 questions examined were of high quality, 6 were adequate, and 4 were inadequate. The validity test was based on the product-moment correlation. In this research, 30 out of 36 valid queries were utilized. Out of the 40 questions examined, 36 were valid and deemed appropriate for testing, while 4 were invalid and deemed unsuitable for use as a research instrument. A reliability test based on the KR-20 formula calculations revealed that the value \( r_{count} = 0.727 \), indicating a category of high reliability. Thirty out of forty items met the criteria for differentiation, difficulty, validity, and reliability. According to Gorbi Irawan et al. (2018), the level of validity and reliability significantly depends on the characteristics of
the query. The objective of item analysis is to enhance the overall validity and reliability of a query.

4.1.3 The Development Stage (Develop)

Thiagarajan et al. (1974) divide the development phase into two distinct activities: expert evaluation and developmental testing. Expert evaluation is a method for validating or assessing the viability of a product design. In this activity, two material specialists and two evaluation experts conducted the evaluation. Table 3 displays the outcomes of the material expert’s validation.

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The problem material’s concept is accurate.</td>
<td>86.2%</td>
<td>Very Feasible</td>
</tr>
<tr>
<td>2</td>
<td>Coverage of subject matter based on student level.</td>
<td>85.6%</td>
<td>Very Feasible</td>
</tr>
<tr>
<td>3</td>
<td>The terms used are unambiguous.</td>
<td>87.5%</td>
<td>Very Feasible</td>
</tr>
<tr>
<td>4</td>
<td>The material is straightforward.</td>
<td>85.3%</td>
<td>Very Feasible</td>
</tr>
<tr>
<td>5</td>
<td>The query material is written in a systematic, coherent,</td>
<td>86%</td>
<td>Very Feasible</td>
</tr>
<tr>
<td></td>
<td>and logically consistent manner.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The objective of the evaluation by subject matter experts is to guarantee the material’s validity. The expert evaluation of the material provided a score of 86.2% with a category of “very feasible.” By the material expert’s recommendations, the material has been rewritten to be more concise and straightforward. Table 4 shows the expert validation results for the evaluation instrument.

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The questions are based on the corresponding indicators.</td>
<td>90.5%</td>
<td>Very Feasible</td>
</tr>
<tr>
<td>2</td>
<td>The content of the questions is proportional to the student’s aptitude.</td>
<td>91.5%</td>
<td>Very Feasible</td>
</tr>
<tr>
<td>3</td>
<td>Each query has only one valid response.</td>
<td>92.5%</td>
<td>Very Feasible</td>
</tr>
<tr>
<td>4</td>
<td>The subject matter does not indicate the proper response.</td>
<td>90.5%</td>
<td>Very Feasible</td>
</tr>
<tr>
<td>5</td>
<td>Distraction items function.</td>
<td>90.5%</td>
<td>Very Feasible</td>
</tr>
<tr>
<td>6</td>
<td>The topic does not include multiple negative statements.</td>
<td>92.5%</td>
<td>Very Feasible</td>
</tr>
<tr>
<td>7</td>
<td>Objects are distinct from one another.</td>
<td>92.2%</td>
<td>Very Feasible</td>
</tr>
<tr>
<td>8</td>
<td>It is not possible to interpret the sentence in multiple ways.</td>
<td>91.3%</td>
<td>Very Feasible</td>
</tr>
<tr>
<td>9</td>
<td>Syntax that facilitates communication.</td>
<td>92.5%</td>
<td>Very Feasible</td>
</tr>
<tr>
<td>10</td>
<td>Scoring according to objective criteria.</td>
<td>91%</td>
<td>Very Feasible</td>
</tr>
</tbody>
</table>

The evaluation of the material validity of the development evaluation instrument by subject matter experts resulted in 86.2%, categorized as very feasible. Following the material expert’s recommendations, enhancements were made, including writing the material more concisely. Table 4 demonstrates that, on average, 91.5% of evaluation experts deemed the criteria feasible. The assessment by evaluation instrument experts aims to ensure the construction of valid instruments. Recommendations from these
experts led to improvements, including simplifying sentence formulations and eliminating distracting elements in the online learning evaluation instrument.

At the expert appraisal development stage, material experts and evaluation experts, as validators, scored 86.2% and 91.5%, respectively, falling into the very feasible category. According to Jasrial et al. (2022), learning aids are considered highly feasible if the validator’s rating exceeds 81%. The development trial involves assessing the product’s design with intended consumers, collecting data, and gathering user comments on the evaluation instrument. These trial results were used to enhance the product.

If an evaluation instrument meets the quality requirements of being a valid, reliable, objective, and practicable test, it becomes a useful measuring tool. User evaluations determine the usability of the instrument. In this study, three lecturers assessed the usability of the evaluation instrument, considering factors such as ease of administration, seamless evaluation timing, scoring simplicity, ease of interpretation and application, and the availability of equivalent or comparable forms of evaluation instruments (Apreasta, 2019). Table 5 displays the outcomes of the evaluation instrument’s usability.

<p>| Table 5. Assessment of evaluation instrument practicality by lecturers. |
|---|---|---|</p>
<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Simple administration.</td>
<td>89.4%</td>
<td>Very Good</td>
</tr>
<tr>
<td>2</td>
<td>Simple scoring.</td>
<td>89.4%</td>
<td>Very Good</td>
</tr>
<tr>
<td>3</td>
<td>Clarity of understanding and application</td>
<td>89.5%</td>
<td>Very Good</td>
</tr>
<tr>
<td>4</td>
<td>Time allocated for efficient evaluation</td>
<td>90.5%</td>
<td>Very Good</td>
</tr>
<tr>
<td>5</td>
<td>Availability of a comparable or equivalent evaluation tool</td>
<td>89.2%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Average</td>
<td>89.6%</td>
<td>Very Good</td>
<td></td>
</tr>
</tbody>
</table>

The evaluation of lecturers as users of evaluation instruments through the Quizizz application yielded a score of 89.6%. The practicability of evaluation instruments using Quizizz was rated very highly, with the maximum assessment score of 90.5% achieved by instruments evaluated at any time and location. This evaluation is crucial due to the implementation of a hybrid system, requiring a time- and location-independent evaluation instrument without compromising its effectiveness in measuring learning achievement. As per the findings of Wedia Putra et al. (2019), educators are mandated to conduct online learning after the Covid-19 pandemic.

Regarding the Quizizz application, 89.4% of lecturers rated it as excellent for managing data on learning evaluation results or for the simplicity of conducting assessments. The Quizizz application streamlines the processing of learning evaluation data, enabling educators to download Excel files with student performance data and statistics. Lecturers can monitor students throughout the learning assessment.

The response of lecturers to the compilation of assessment instruments or the simplicity of administration using the Quizizz application was rated as excellent by 89.4%. For the simplicity of interpretation and application of evaluation instruments when using Quizizz, the category scored 89.5%, also with an excellent rating. The availability of a comparable or equivalent evaluation tool received a score of 89.2%, categorized as highly feasible. Quizizz is user-friendly for educational purposes, requiring lecturers only to distribute URLs and/or bookmarks for students’ login access. The technology allows lecturers to easily create interactive quizzes on the Quizizz platform, incorporating various question types related to short story writing or popular writing concepts (Rofiqoh et al., 2022).
Student tests utilizing the Quizizz application to determine responses to evaluation instruments were conducted. The following are the results of the evaluation of evaluation instruments by 35 students using the Quizizz application.

**Table 6. Student assessment of evaluation instruments.**

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Focus on answering the test questions.</td>
<td>88.9%</td>
<td>Very Good</td>
</tr>
<tr>
<td>2</td>
<td>Motivation to succeed.</td>
<td>89.6%</td>
<td>Very Good</td>
</tr>
<tr>
<td>3</td>
<td>Interesting and enjoyable.</td>
<td>89.4%</td>
<td>Very Good</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>89.3%</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

The student evaluation as users of evaluation instruments utilizing the Quizizz application was 89.3%. Student evaluations of assessment instruments using the Quizizz application are considered excellent. The indicator of student evaluation reaches its peak when the evaluation test using the Quizizz application receives the maximum possible score of 89.6%. Students engage in competitive exams through the Quizizz application, aligning with the previously mentioned findings that Quizizz is a game and tournament-based educational application. The use of Quizizz enables students to compete, motivating them to learn and enhancing learning outcomes in short stories and popular text-writing materials. Students can simultaneously access the exam link and view their standings in real time during the exam. Quizzes can be administered in or out of class. Participants are motivated to improve their learning skills through Quizizz’s tournament-based approach, encouraging active participation and continuous learning (Wedia Putra et al., 2019). Quizizz stores quiz result data and student learning progress. High-scoring students in Quizizz earn rewards and points, increasing motivation to continue learning and actively participate in learning.

The percentage of students taking evaluation tests as learners using the Quizizz application falls within the excellent range, at 88.9%. The response of students as learners to evaluation instruments using the Quizizz application is amusing and engaging, with a rate of 89.4%. Quizizz, being a game-based educational application, incorporates collaborative activities, making learning interactive and enjoyable. Unlike other educational applications, Quizizz integrates game elements such as personas, themes, parodies, and music to enhance the learning experience (Firdaus et al., 2019).

During the development phase of the expert evaluation, 89.6% of responses from lecturers as educators and 89.3% of responses from students were rated as excellent. According to Gustiawati et al. (2020), learning aids are considered of high quality if their performance in a limited test exceeds 81%. Students can access Quizizz from any device with an internet connection, such as laptops, tablets, or smartphones. This provides students with the flexibility to study anytime and anywhere according to their convenience. Through repeated quizzes and interactive exercises on Quizizz, students can enhance their writing skills. The use of this technology as an evaluation tool helps students continue practicing and improving their writing skills.

### 4.1.4 The Disseminate Stage

In the dissemination stage, the Indonesian Language and Literature Education department at the State University of Jakarta is the sole recipient of teaching materials developed using Quizizz-based evaluation tools and authentic assessment. After finalizing the teaching materials, they are distributed for use in the subsequent semester. The use of these materials enhances students’ creative thinking capabilities (Surdyanto &
Kurniawan, 2020). Analyzing students’ creative thinking ability data reveals an average increase, indicating improved creative thinking. Additionally, constructive feedback encourages ongoing practice and improvement in writing skills through the Quizizz platform. Teaching materials based on Quizizz evaluation tools positively impact creative thinking in writing short stories/popular texts, as evidenced by test scores and indicators (Dewi et al., 2019).

The dissemination of the evaluation tool development for the Indonesian Language and Literature Education department involves several steps:
1. Publication on Educational Platforms: Share information about the evaluation tool on educational platforms like journals, websites, or lecturer community forums.
2. Seminars and Workshops: Conduct events to introduce the evaluation tool to lecturers, academic staff, or education trainees through face-to-face interactions.
3. Social Media and Blogs: Utilize social media and blogs for wider reach, publishing research results and articles explaining the function and usefulness of the evaluation tool.
4. Collaboration with Educational Institutions: Partner with educational institutions or training institutes to disseminate the tool to lecturers or students in various regions.
5. Webinars and Webcasts: Deliver information through webinars or webcasts, allowing participants from different locations to learn about the tool remotely.
6. Guidebooks and Resource Materials: Create materials explaining how to use the evaluation tool, including examples in learning short stories or popular writing.
7. Professional Societies: Share information with lecturers and professional associations in education to broaden dissemination.
8. User Evaluation: Collect input and feedback from users to refine the tool based on their needs and demands.

Effective dissemination ensures that evaluation tools for learning short stories or popular writing can significantly benefit students, supporting effective and creative learning (Bashori, 2021). Dissemination involves sharing information about the development and use of these tools with relevant stakeholders. Research results on the development of such evaluation tools should include information about the tool itself, the development method, and usage results, presented with valid and reliable data clearly and systematically (Rinekso et al., 2021). These research findings contribute valuably to enhancing learning and teaching in creative writing.

5. CONCLUSION

The development of learning evaluation instruments for short story/popular text writing, facilitated by the Quizizz application, is a key initiative in advancing the hybrid learning system. Employing the Thiagarajan et al. (1974) development model, the investigation focused solely on the Develop phase. This process involved validation by subject matter experts and evaluation specialists, with a meticulous analysis of test questions for practicality. Out of the initial 40 questions, only 30 met the criteria for discriminating power, difficulty, validity, and reliability. Material expert evaluation yielded a total of 86.2%, while evaluation expert ratings reached 91.5%, indicating high feasibility. A limited test with 3 lecturers and 35 students demonstrated excellent responses (89.3% from students and 89.6% from lecturers), affirming the instrument’s simplicity in Short Story/Popular Text Writing instruction. The Quizizz application
allows for easy implementation, fostering flexibility in assessment timing and location within a hybrid learning framework.

The Quizizz application, integral to the hybrid lecture system or blended learning, provides educators with a user-friendly tool for processing evaluation data. It simplifies the assessment process, offering data and statistics on student performance in downloadable Ms. Excel files. This enhances educators’ ability to monitor students during assessments. With a remarkable 89.3% of student responses to Quizizz evaluation instruments, the application proves highly effective in gauging student performance. Notably, the tool motivates students, maintains excellent concentration levels, and is perceived as entertaining and engaging. The online learning evaluation instrument, leveraging the Quizizz application, aligns with the principles of technology 5.0, integrating seamlessly with digital learning platforms, collaboration applications, and online communication tools.

This study primarily focused on Indonesian Language and Literature Education students, potentially limiting generalization to broader populations. Additionally, the evaluation tool’s effectiveness might be influenced by individual writing styles, impacting its applicability across diverse student groups. Future research should broaden participant diversity to enhance external validity. Exploring the application of the developed tool in various educational contexts and languages would provide a more comprehensive understanding of its effectiveness. Additionally, investigating the tool’s adaptability to different writing styles and genres can further refine its applicability. Conducting longitudinal studies to assess the tool’s long-term impact on creative writing skills would contribute valuable insights for sustained educational improvement.

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