Development of social studies evaluation media based on minimum competency assessment "MELUAS" questions for students at SMPN 1 Besuki

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ARTICLE INFO

ABSTRACT

Minimum competency assessment is one of the government's efforts to improve students' literacy and numeracy skills. For this reason, teachers must support it by applying it to learning activities. This research aims to develop social studies evaluation media based on minimum competency assessment "MELUAS" questions. The method uses RnD with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The subjects used to assess the suitability of this product were 32 students in class VIII C at SMP Negeri 1 Besuki. Based on the questionnaire, the responses show that MELUAS is "very suitable" for use by students. The existence of MELUAS can increase users' reading literacy, attract students to conduct evaluation activities, and encourage the quality of students' enthusiasm. Recommendations for further research are to develop evaluation media based on minimum competency assessment questions, equip them with videos and animations on the question text stimulus, and add features that discuss the correct answers.

INTRODUCTION

One of the efforts made by the government to improve the quality of human resources is strengthening literacy and numeracy. For this reason, literacy and numeracy are the standard focus that students must have. The benefit of literacy and numeracy is that students can adapt to environments outside the classroom (Noerbella, 2022; Fisabillillah & Rahmadanik, 2022). However, currently, the literacy and numeracy skills of students in Indonesia still need to improve. Indonesia is ranked in the bottom 10 of 70 countries with low literacy levels (OECD, 2018).

In line with this, the government in Indonesia has implemented a minimum competency assessment. According to Permendikbudristek Number 17 of 2021 concerning National Assessment, the aim of implementing minimum competency assessment is to measure cognitive and non-cognitive learning outcomes and the quality of the learning environment in educational units. Implementing a minimum competency assessment requires basic skills that participants must

have regarding reading literacy and numeracy (Novianti, 2021). Teachers must support the minimum competency assessment program with this program (Rohimat, 2021). Teachers can make efforts to support this program by implementing it in learning and teaching activities. One implementation during teaching and learning is by giving the teacher minimum competency assessment-based evaluation questions. The evaluation questions are prepared based on essential competencies and indicators by the applicable curriculum (Apertha et al., 2018). Apart from paying attention to critical competencies and indicators, when making evaluation questions, you must also pay attention to the standards for preparing minimum competency assessment questions. The standards consist of levels or levels of questions, question forms, and stimulus texts comprised of content and context; the last standard is learning progression (Wijaya & Dewayani, 2021).

The implementation of minimum competency assessment has one aim: presenting problems in various contexts so that students are expected to solve these problems with their reading literacy skills (Mursabdo, 2021; Murni, 2022). For this reason, evaluation questions based on minimum competency assessment questions can be applied to social studies subjects. Combining several basic social sciences in social studies learning is expected to give students an attitude sensitive to social problems (Lestari, 2017). Many previous studies have been carried out to apply minimum competency assessment to learning activities. Spin Microsoft PowerPoint based on minimum competency assessment literacy studied by (Vachruddin, 2021) aims to introduce the term minimum competency assessment questions through learning media. The development of this media shows that the category is suitable for use. This was discovered after carrying out validation tests on material and media experts and conducting trials on students. The weakness of this medium is that the questions presented are only in the form of multiple-choice questions.

Efforts to support minimum competency assessment for learning activities are carried out by providing student worksheets based on minimum competency assessment questions, which Sari (2023) studied; these student worksheets aim to make it easier for students to work on minimum competency assessment questions. This student worksheet development is very valid and based on the assessment of expert validators and user responses. The disadvantage of this student worksheet is that the questions presented are multiple-choice and fill-in-the-blank questions. Efforts to support minimum competency assessment in learning activities were also studied by (Rohimat, 2021) by creating minimum competency assessment-based worksheets. Making minimum competency assessment-based worksheets aims to improve the quality of learning by teachers or educators. The development of this worksheet is very suitable for use based on validation tests and limited group trials.

Previous research explains that efforts to support minimum competency assessment in learning activities are essential. However, in earlier research, minimum competency assessment questions were primarily developed in multiple-choice and short answers. Apart from that, not all answers to questions that students have worked on get marks automatically. To create variations of the questions and be able to assess the questions being developed automatically, the researcher studied the development of social studies evaluation media based on minimum competency assessment "MELUAS" questions. Based on initial observations and interviews conducted at SMPN 1 Besuki on 4 and 6 July, teachers have not supported minimum competency assessment during learning activities, nor have evaluation questions been based on minimum competency assessment. Submission of evaluation questions given to students is in paper form and sometimes uses Google Forms. Implementing learning activities that still need to support minimum competency assessment makes it necessary to carry out this research. A social studies evaluation media based on minimum competency assessment questions, or MELUAS was developed to overcome this.

MELUAS contains minimum competency assessment-based questions, which consist of 4 types of questions. These questions include multiple-choice, complex multiple-choice, matching, and fill-in-the-blank questions. This evaluation media was created using an Articulate storyline, and the appearance of this evaluation media was using Canva. This research is expected to contribute positively to developing more interactive evaluation methods that align with the minimum competency assessment approach in social studies learning at SMPN 1 Besuki.

METHOD

The method used in this research is included in research and development or what is usually called research and development. This research aims to develop evaluation media based on minimum competency assessment questions created using the Articulate Storyline application. The development of this evaluation media adapts the ADDIE development model. The development steps in the ADDIE model in Branch's book have five stages: analysis, design, development, implementation, and evaluation, as shown in Figure 1 (Branch, 2009).
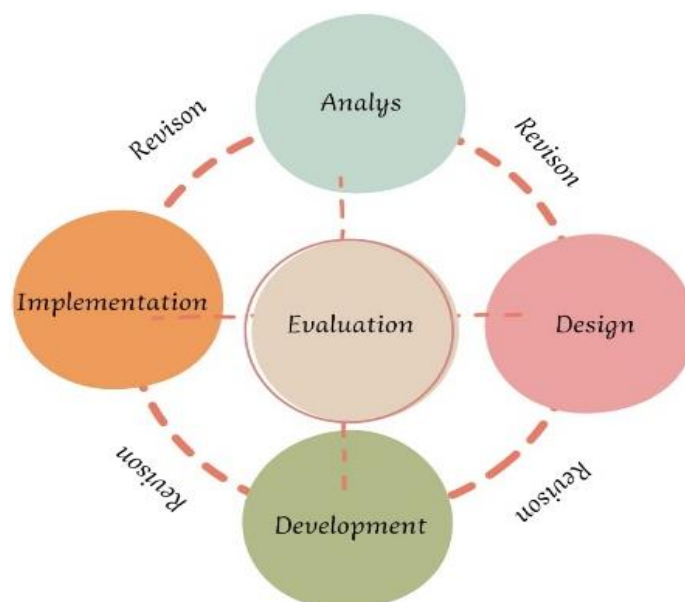

Figure 1. ADDIE Model (Branch, 2009)

The stages used are (1) Analysis, which analyzes the causes of performance gaps or problems and provides solutions to problems, which are used as the basis for developing MELUAS evaluations. (2) Design is used to verify the desired performance and determine the MEREAD test method. The design stage creates a list of tasks required in the next stage. (3) Development is used to develop and validate MELUAS that has been developed; once the media developed is valid, it can be continued at the next stage. (4) Implementation is the stage of preparing a learning environment that involves students. This stage involved 32 class VIIIC students at SMP Negeri 1 Besuki (5). Evaluation assessed the quality of the product before and after implementation. After carrying out the review, it can be seen that MELUAS is suitable for use as an evaluation medium during learning

The product produced in this research and development is social studies evaluation media based on minimum competency assessment "MELUAS" questions. This product is packaged in the form of an application for use on Android. This product specification was developed as an evaluation media based on questions in social studies subjects, taking subjects in class VIIIC at SMP Negeri 1 Besuki. MELUAS evaluation media was developed with two applications; the first, Canva, was used to design the appearance, and the second, Articulate storyline, was used to create the MELUAS application. The "MELUAS" evaluation media has several questions appropriate to the minimum competency assessment. The questions consist of multiple-choice, complex multiple-choice, matching, and fill-in-the-blank questions.

The data types obtained in this research and development are quantitative and qualitative. Quantitative data was obtained from the results of the MELUAS validation questionnaire, which consisted of language experts, evaluation experts, media experts, field trials, and feasibility tests.

Data analysis techniques in research and development are used to analyze quantitative data obtained from questionnaire scores by linguists, evaluation experts, media experts, field trials, and feasibility tests. Analysis can be carried out after all the necessary data has been collected. The results obtained from this data analysis are used to determine the validity and feasibility of the

evaluation media that has been created. To analyze the data using a formula adapted by (Akbar, 2013).

$$Va = \frac{Tse}{Tsh} \times 100\%$$ (1)

Information is the expert validity/field trial/feasibility test, Tse is the total empirical score, and Tsh is the total expected maximum score. After data analysis, interpretation and conclusions can be made according to Table 1.

Table 1. Data Analysis for Validation Tests, Field Trials, Feasibility Trials

No.	Value Achievement Criteria	Validity Level
1	81.00 % - 100.0%	It is valid, practical, and complete and can be used without correction.
2	61.00% - 80.00%	Valid enough, compelling enough, complete enough, can be used with minor improvements
3	41.00% - 60.00%	Less valid, less effective, less complete, needs major improvement
4	21.00% - 40.00%	Invalid, ineffective, incomplete, cannot be used
5	00.00% - 20.00%	Very invalid, very ineffective, very incomplete, not usable

Source: (Akbar, 2013)

RESULTS AND DISCUSSION

Results

Analysis

Analysis is carried out to identify possible causes of performance gaps (Branch, 2009). This identification is used to analyze problems that cause gaps. To achieve this goal, several processes must be gone through.

The first process is to validate the performance gap, or what is called validating the performance gap. Validating performance gaps is used to determine the leading causes of problems in the field. Determining this problem can be done by conducting interviews with teachers and students. The results of interviews with teachers concluded that the questions created did not meet the minimum competency assessment criteria due to a lack of time to develop these questions. The questions are usually taken from books and the internet and created by yourself, but they must meet the minimum competency assessment criteria. The conclusion obtained from the results of interviews with students is that the evaluation questions that are usually done still need to meet the requirements for minimum competency assessment questions. The evaluation media that students typically use in evaluation activities are paper and Google Forms. Criteria for evaluation questions that do not meet minimum competency assessment standards cause students not to have the knowledge and ability to master minimum competency assessment questions. Apart from that, using evaluation media that uses paper and Google Forms makes students feel less motivated when working on questions.

After finding this gap, the following process is to determine instructional goals. This stage is determining the solution to the existing problem. The solution is to create evaluation media using minimum competency assessment questions. This was chosen because the evaluation questions developed at that school needed to meet the minimum competency assessment criteria. The criteria for minimum competency assessment questions are that they have several forms of questions (multiple choice, complex multiple choice, short answers, matching), and there is stimulus text in the question reading, referring to a specific context (Wijaya & Dewayani, 2021). The evaluation media that will be created is named MELUAS. MELUAS is a social studies evaluation media abbreviation based on minimum competency assessment questions. The following Process confirms the intended audience or determines the target respondents. Social studies teachers and class VIII C students at SMPN 1 Besuki are the respondents to be addressed. The reason for choosing this class was that it was considered to be more conducive than other classes.

After determining the respondent, the process identifies required or desired resources. This step is used to determine the necessary resources. The resources are needed when creating and implementing learning using the evaluation media. The required resources include content resources consisting of minimum competency assessment-based evaluation media. Technology resources consist of laptops used in developing evaluation media and Android smartphones used by students so they can easily use the applications that have been developed. Facility resources require an internet network that is used in the process of creating and installing evaluation media applications. The human resources needed are expert validators (language, evaluation, and media); apart from that, students and teachers are used as research respondents.

The final process at the analysis stage is determining potential delivery or a possible delivery system. The possible delivery in this development research is minimum competency assessment question-based evaluation media created using the Articulate storyline. The articulate storyline was chosen because it has features for making several types of questions (Wahyuni et al., 2022), and the conversion results from this application can be an Android application that can be used offline (Febrianti et al., 2021). This stage is to prepare a plan according to the stages of ADDIE (Branch, 2009). This stage is made according to the estimated time in the ADDIE stage. The estimated time required from the analysis stage to the evaluation is approximately nine months.

Design

Design is the second stage to verify performance and determine appropriate testing methods (Branch, 2009). This stage is carried out after completing the analysis stage. The design stage has several processes in its implementation. Conducting a task inventory, or what is known as making a task list, is the process of recording what is needed to create minimum competency assessment question-based evaluation media. Several things are required to develop this media: lesson plans, question grids, minimum competency assessment questions, storyboards, application appearance design, and application creation using an Articulate storyline. Preparing this task makes it easier to create the evaluation media application. The process at this stage is used to develop performance objectives for making MELUAS. This performance objective has three expected components: what students do, the desired state of the performance objective, and the quality considered acceptable performance (Branch, 2009). This performance aims to develop MELUAS for students in learning activities to support the minimum competency assessment program. The following process is generating strategic testing or developing a testing strategy that will be carried out. This strategy includes the selection of expert validators for testing and designing the trials to be carried out. Language, evaluation, and media experts are the validators for assessing this media. Use individual, small group, and field trials for trial design. This stage of the process also creates the instruments used in this research. The expert validation instruments are in Table 2.

Table 2. Table of Validation Instruments

No.	Instrument		
	Language Validation	**Evaluation Validation**	**Media Validation**
1	Instructions for using language in the evaluation are clear	The level of relevance and assessment is by the curriculum	Media creativity and innovation
2	Use clear sentence structures.	Conformity of the contents of the evaluation questions to essential competencies	Ease of media operation
3	Accuracy and effectiveness in using sentences	Suitability of the contents of the evaluation questions with the learning objectives	Reusable or can be used repeatedly
4	The sentences used are clear and easy to understand	Conformity of the contents of the evaluation questions with learning indicators	Ease of button operation
5	Language content can motivate students.	The evaluation questions given are based on the material presented.	Use of typefaces in media
6	The language used is communicative.	The breadth and depth of the content of the evaluation questions	Consistent use of typeface in media
7	Encourage students to read.	The difficulty level of the evaluation questions is appropriate to the student's development.	Use of color
8	The language used in the	Clarity in instructions for working on	Use of button element

No.	Instrument		
	Language Validation	**Evaluation Validation**	**Media Validation**
	evaluation is appropriate to the student's development.	evaluation questions	layout in media
9	Accuracy of the spelling used	The questions presented in the evaluation questions are easy to understand	The use of image balance in media
10	evaluation sentences do not uses double meaning	Evaluation questions can support student independence	Use appropriate images
11		Encourage students' curiosity.	The attractiveness of media design
12		Able to increase students' knowledge	
13		Able to increase students' understanding	

(Source: Primary Data Processing, 2022).

After creating instruments for validation with linguists, evaluation, and media, the next stage is creating instruments for field trials. The field trial instruments are in Table 3.

Table 3. Field Trial Questionnaire Instrument and Response Test

No.	Indicator
1	I did not feel anxious when carrying out the evaluation using minimum competency assessment question-based evaluation media.
2	I understand the language in the minimum competency assessment question-based evaluation media text.
3	I understand the sentences in the minimum competency assessment question-based evaluation media text.
4	The sentences used in minimum competency assessment question-based evaluation media are explicit.
5	I can easily read the text on the minimum competency assessment question-based evaluation media.
6	Minimum competency assessment question-based evaluation media makes evaluation activities fun.
7	Minimum competency assessment question-based evaluation media is presented with an attractive appearance.
8	Minimum competency assessment question-based evaluation media increased my enthusiasm for reading literacy.
9	Minimum competency assessment question-based evaluation media makes me more enthusiastic about learning.
10	Minimum competency assessment question-based evaluation media needs to be developed in other materials/subjects.

(Source: Primary Data Processing, 2022).

Development

Development aims to develop and validate the media designed to be valid and suitable for application (Branch, 2009). The process at this stage is first to generate or create content. The content created is by the task list prepared previously. These tasks include lesson plans, question grids, minimum competency assessment questions, storyboards, application appearance design, and application creation using an Articulate storyline.

After all the task lists have been created, the following process is to select or develop supporting media, which means selecting or developing media. The press chosen to apply the evaluation media is an Android smartphone of at least version 7.0/7.1 Nougat 2016, with a minimum of 500 MB of free storage space. Developing guidance for the students is the process of creating guidelines for using evaluation media. Guidance is provided to the user separately before media administration. The aim is to prepare users to use the media that has been developed.

The following process is formative revision, a formative evaluation carried out by language, evaluation, and media expert validators. Language expert validator Della Fauziah Sari, S.Pd, is an Indonesian language subject teacher. The evaluation expert validator is a lecturer at the Bachelor of Social Sciences Education Study Program, State University of Malang, carried out by Khofifatu Rohmah Adi, M.Pd. The media expert validator is a lecturer at the Bachelor of Social Sciences Education Study Program, State University of Malang, carried out by Agung Wiradimadja, M.Pd.

After the validation results are declared valid, the next stage is conducting field trials. The field trial consists of 3 series: one-to-one trials with a total of 2 people, small groups with five people, and field trials with 20 people. Formative revisions are obtained by language expert validators, evaluation experts, and media experts. Additionally, one-to-one field trials, small group trials, and field trials are also carried out. The data obtained was obtained through a questionnaire that was distributed. Language validation was carried out on October 29, 2022, using 10 question components with added comments and suggestions columns. Data obtained from linguists can be seen in the following Table 4.

Table 4. Results of Quantitative Data Analysis by Linguists

No.	Expert	Percentage	Criteria
1	1st Stage Language Validation	77.5 %	Fairly Valid
2	2nd Stage Language Validation	90.0%	Very Valid

(Source: Primary Data Processing, 2022).

Based on the calculation data, 77.5% was obtained, included in the "quite valid" criteria. After improvements were made to the language aspect, revalidation was carried out, resulting in a percentage of 90.0%; the analysis results met the "very valid" criteria. Qualitative data and improvements in language aspects can be seen in the following Table 5.

Table 5. Qualitative Data from Language Expert Validation

No.	Error Type	Improvement Suggestions	Follow-up
1	There are no instructions for working on the questions that need clarification.	Give instructions on the problem	Provide instructions on questions
2	There are questions where the answer choices are not clear	give the correct answer to the question	Clarify the number of correct answers to the question
3	There is an incorrect sentence in the question, "What is the government doing to reduce society's barriers to social mobility?"	Correct the incorrect word.	What is the government doing to reduce society's barriers to social mobility at free public vocational schools?

(Source: Primary Data Processing, 2022).

The validation carried out by the evaluation expert consisted of 13 question components with added comment columns and scoring suggestions on the expert validator sheet with a Likert scale reference. This validation will be carried out on October 10, 2022, as shown in Table 6.

Table 6. Results of Evaluation Expert Quantitative Data Analysis

No.	Expert	Percentage	Criteria
1	1st Stage Evaluation Validation	90.38 %	Very valid
2	2nd Stage Evaluation Validation	96.16%	Very valid

(Source: Primary Data Processing, 2022)

Based on calculations in the language validation assessment, a percentage analysis of 90.38% was obtained, with the analysis results meeting the criteria of "very valid." The interpretation was declared "very valid". Even though the interpretation results are announced as "very valid, " several things still need to be corrected according to the suggestions given by the validator. After making improvements, revalidation was carried out, resulting in a percentage of 96.15%, with the interpretation criteria declared "very feasible." From the results of these criteria, it can be concluded that the minimum competency assessment question-based evaluation media is suitable for testing without revising.

Table 7. Qualitative Data Validated by Evaluation Experts

No.	Error Type	Improvement Suggestions	Follow-up
1	Questions are not arranged based on question type	Questions should be set based on the question type	The questions have been sorted according to the question type
2	The word topic in one question differs from the competency	The word topic should be replaced with words related to the keywords related to	The follow-up action was to change the questions to

No.	Error Type	Improvement Suggestions	Follow-up
	and question grid. "The topic in the reading is	the question.	"Privilege is one of the driving factors in obtaining social mobility, the privileges obtained in this reading.
3	There needs to be an incorrect sentence in the question. "The things in the comic that are by the social mobility material are."	The sentences in the questions are replaced with social mobility concepts such as: "The following statement is related to the concept of social mobility in the comic."	The follow-up action was to change the questions to: "The following statement is related to the concept of social mobility in the comic."
4	There needs to be an incorrect sentence in the question. "If Nirmala school is Successful in implementing this program, then the factors that will encourage students at that school to gain Social mobility is."	The sentences in the questions are replaced with social mobility concepts such as: "If Nirmala School is Successful in carrying out the program that has been planned, then the factors that will encourage students to obtain a decent education are."	If Nirmala School successfully carries out the planned program, then the factors that will encourage students to obtain a decent education are.
5	There is an incorrect sentence in the question "Why is patriarchal culture mentioned in the reading?"		One of the factors inhibiting social mobility is patriarchal culture. Why is patriarchal culture mentioned in this reading?

(Source: Primary Data Processing, 2022)

Media validation consists of 10 question components with added comments and suggestions columns. Agung Wiradimadja, M.Pd, carried out media expert validation; the validation stage began on October 29, 2022. The presentation of quantitative and qualitative data can be seen in the following Table 8.

Table 8. Results of Quantitative Data Analysis by Media Experts

No.	Expert	Percentage	Criteria
1	1st Stage Media Validation	86.4 %	Very Valid
2	2nd Stage Media Validation	90.9%	Very Valid

(Source: Primary Data Processing, 2022)

Based on calculations from media validation, it produces a percentage analysis of 86.4% with an interpretation stated as "Very valid." Based on the results of these calculations, MELUAS was declared "very valid" for use. However, several things must be corrected according to the suggestions given by the validator. Based on the analysis of calculations in stage 2 media validation, the percentage was 90.9%, with the interpretation stated to be "very feasible." The media validation results concluded that developing evaluation media based on minimum competency assessment questions could be tested without revising. Qualitative data and improvements from media validation can be seen in Table 9.

Table 9. Qualitative Data from Media Expert Validation

No.	Error type	Improvement suggestions	Follow-up
1	The start button clicks are less noticeable.	Give instructions that the button must be clicked twice to start the application.	The click button starts to be edited according to the validator's suggestions.
2	The voice logo is not working.	The voice logo should function as a button so that the sound can be activated or muted	Check the voice button again
3	Not writing evaluation media for social studies subjects	Please also explain that This evaluation media is for social studies subjects; do more than write down the material.	The click button starts to be edited according to the validator's suggestions.

No.	Error type	Improvement suggestions	Follow-up
4	Give a name to the button below the participant's ID	The button has a different function on the evaluation page, even though the logo is the same. Please replace one of them	Changed button icon as per validator suggestion
5	Information buttons are presented on the home page (see image above)	It is best not to display it again	Removed button icon as per validator suggestion
6	The start button clicks are less noticeable.	Give instructions that the button must be clicked twice to start the application.	The click button starts to be edited according to the validator's suggestions.
7	The voice logo is not working.	The voice logo should function as a button so that the sound can be activated or muted	Check the voice button again
8	Not writing evaluation media for social studies subjects	Please also explain that this evaluation media is for social studies subjects; do not just write down the material	The click button starts to be edited according to the validator's suggestions.
9	Give a name to the button below the participant's ID	The button has a different function on the evaluation page, even though the logo is the same. Please replace one of them	Changed button icon as per validator suggestion
10	Information buttons are presented on the home page (see image above)	It is best not to display it again	Removed button icon as per validator suggestion
11	The writing on the questions instructions button is too close together.	Please adjust the font size and type	The font was revised according to the validator's suggestions
12	There are no user instructions for clicking the magnifying glass on the text.	Instruct students to click on the magnifying glass to read the text.	Added a hint for clicking on the validator suggestion magnifier

(Source: Primary Data Processing, 2022)

After experts conducted a validation assessment, field trials consisted of 3 series: one-to-one trials with two people, small groups with five people, and field trials with 20 people. The trial was carried out directly at SMP Negeri 1 Besuki. This trial was carried out by providing a response questionnaire to MELUAS evaluation media users. The response questionnaire consists of 10 components, filled out on a scale of 1 to 4. The questionnaire is a one-to-one trial with two people, as shown in Table 10.

Table 10. Field Trial Results

No.	Expert	Percentage	Number of Test Subjects	Criteria
1	One-to-one Trial	91.25 %	2	Very Valid
2	Small Groups	95%	5	Very Valid
3	Field Trials	98.63%	20	Very Valid

(Source: Primary Data Processing, 2023)

Based on the results of one-to-one trials, small groups, and field trials from the table, it can be stated that the social studies evaluation media based on minimum competency assessment "MELUAS" questions is very valid. This stage is used to prepare plans for the implementation stage of the product that has been developed (Branch, 2009). The strategy in the implementation stage involves teachers and students at SMPN 1 Besuki. Class VIII C will be involved in the implementation stage, totaling 32 students.

Implementation

This is the stage of preparing a learning environment that involves students (Branch, 2009). Implementation is aimed at preparing the students and teachers. The process of preparing the students and teachers can be used to determine the appropriate schedule for implementation. The schedule for the implementation stage is February 2 and 4, 2023, and it will involve 32 students who will provide response questionnaires. The teacher's response to MELUAS was obtained by

giving 12 questions and using a Likert scale reference. The response questionnaire to students involved 32 class VIII.C students using ten questions. The results of data analysis from user responses can be seen in Table 11.

Table 11. Results of response trials

No.	Response	Percentage	Criteria
1	Teacher Response	97.9%	Very Valid
2	Student Response	86.172%	Very Valid

(Source: Primary Data Processing, 2023)

The results of the response questionnaire were then analyzed. The analysis results from the student respondent questionnaire showed a score of 86.172%, categorized as "very feasible." The teacher's responses were then analyzed using percentage analysis techniques. The results of this analysis produced a percentage of 97.9%, categorized as "very feasible."

Evaluation

Evaluation is a stage that aims to assess product quality before and after implementation (Branch, 2009). Evaluation has several processes in its implementation. It is the determination of evaluation criteria in determining the media that has been created. The data obtained was processed to test the level of validity, field trials, and responses. The validity criteria and field trials are as follows: Formula 1.

Table 12. Data Analysis for Validation Tests, Field Trials, Feasibility Trials

No.	Value Achievement Criteria	Validity Level
1	81.00 % - 100.0%	It is valid, practical, and complete and can be used without correction.
2	61.00% - 80.00%	Valid enough, compelling enough, complete enough, can be used with minor improvements
3	41.00% - 60.00%	Less valid, less effective, less complete, needs significant improvement
4	21.00% - 40.00%	Invalid, ineffective, incomplete, cannot be used
5	00.00% - 20.00%	Very invalid, very ineffective, very incomplete, not usable

Source: (Akbar, 2013)

Conducting formative revision or selecting evaluation tools is a process in the second implementation stage. The tools used are validity questionnaire sheets, field trials, and feasibility. This questionnaire sheet contains quantitative and qualitative evaluation media assessments.

The final stage in the evaluation stage is an evaluation; at this stage, an assessment is conducted. This stage is carried out after all stages of ADDIE have been completed for necessary follow-up (Branch, 2009). The essential follow-up is to develop minimum competency assessment-based evaluation media on other materials or subjects.

Discussion

MELUAS needs analysis

This analysis stage validates performance gaps and solves these problems (Tambunan & Tambunan, 2023). The development of social studies evaluation media based on minimum competency assessment questions is one solution that can be used to solve problems at SMP Negeri 1 Besuki. The teacher still needs to implement minimum competency assessment in learning and teaching activities at this school. The function of implementing minimum competency assessment in learning and teaching activities is to enable students to recognize minimum competency assessment terms (Vachruddin, 2021). They apply minimum competency assessment in learning and teaching activities to help students answer minimum competency assessment questions (Sari, 2023). Learning activities that contain minimum competency assessment can also improve the quality of learning and teaching activities in the classroom (Rohimat, 2021). Implementing minimum competency assessments, including literacy and numeracy, can influence students' lives in the future (Skwarchuk et al., 2022). Literacy and numeracy skills can be used to develop the

knowledge they have so that they have the potential to provide benefits to society at large (Awgichew, 2022).

Evaluation media is needed by teachers and students in the learning process. The existence of evaluation media can make the learning process easier for teachers and students (Salsabila et al., 2020). The evaluation media is adapted to technological developments to make assessment easier (Prakoso & Rochmawati, 2020). Technology makes learning activities more interesting (Mada & Anharudin, 2019). The applications chosen to develop this evaluation media were Articulate Storyline and Canva. Articulate Storyline was selected because it can create evaluation media with various questions (Wahyuni et al., 2022). These questions are available in multiple templates that can be used according to needs (Rahayu & Ulumiyah, 2021). To make it easier for users to access the output from Articulate Storyline, it can be converted to HTML 5 (Daryanes, 2023); after being converted to HTML5, the resulting product can be made into an offline APK for smartphone users (Febrianti et al., 2021). Canva is a web-based application that can be used for free (Dogomeo & Aliazas, 2022). Teachers often use Canva to design graphic learning tools (Aiyedun, 2023). Canva has accessible and ready-to-use features such as ready-to-use templates, icons and illustrations, text and backgrounds, animation, duplication, download designs, and much more (Sari et al., 2020). Several benefits of Canva can make it easier for users to operate the application, so Canva was chosen to create the appearance of MELUAS.

User response in using MELUAS

Nowadays, students must understand reading literacy and numeracy, making it easier to adapt to the environment outside the classroom (Noerbella, 2022; Fisabillillah & Rahmadanik, 2022). Reading literacy and numeracy can be applied to learning activities (Yekple et al., 2021). For this reason, teachers must try to support minimum competency assessment in learning activities. One way to do this is to use reading literacy questions in learning evaluation activities. The learning evaluation must increase the user's enthusiasm for reading literacy. The learning evaluation process should be able to encourage the quality and enthusiasm for student learning (Idrus, 2019). The use of language is also adjusted to students' understanding to avoid misunderstandings of meaning by students (Fridayanti et al., 2022).

Implementing learning evaluations often causes anxiety for students. Students generally feel anxiety when carrying out evaluation activities; for this reason, evaluation tools or media are needed to make students feel comfortable using them (Latifah & Damayanti, 2022). Using pleased press means that the media can attract users, so learning evaluation activities can make students interested in doing them (Izza et al., 2020). Learning evaluations should be made innovatively and creatively so that students are interested and happy in carrying out these activities (Adhi, 2023). Besides being innovative and creative, learning evaluation activities should be interactive. The aim is to make students more enthusiastic about evaluating activities (Daryanes, 2023). MELUAS is an evaluation media developed to support the minimum competency assessment program. This media was designed to increase users' reading literacy, attract students to evaluation activities, encourage the quality of students' enthusiasm, and make users feel comfortable using it.

The feasibility test was carried out by giving a response questionnaire to students involving 32 class VIII.C students using ten questions. The assessment of each question item uses a Likert scale reference (Akbar, 2013). The results of the data analysis show a figure of 86.17%, which meets the criteria of "very feasible." Apart from being given to students, a questionnaire on the suitability of MELUAS evaluation media for use as learning was also given to teachers. The results of the teacher questionnaire were 97.9% with very adequate criteria.

CONCLUSION

The government's implementation of minimum competency assessment must align with the teachers' role in applying it to learning activities. However, not all teachers and schools implement this. MELUAS or minimum competency assessment question-based social studies evaluation media, is one of the products developed to support minimum competency assessment in learning activities. Based on user response tests from MELUAS, the results showed that this product is

suitable for use because it can increase the user's reading literacy, attract students to carry out evaluation activities, and encourage the quality of students' enthusiasm in carrying out evaluation activities. Suggestions for further research and development are to develop existing technology to obtain more interactive, creative, and innovative products according to students' needs. The following recommendation is to establish evaluation media with various questions, not only in the form of minimum competency assessment. The aim is to train the cognitive abilities of students.

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