

Characteristics of *Quizizz*-Based Reading Skill Assessment Tools in BIPA Learning 1

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Abstract

Technology is an important part in the context of BIPA learning. The demands of industry 5.0 provide positive opportunities for the *quizizz* application to be utilized in BIPA assessment. Therefore, the purpose of this study is to describe the characteristics of the needs of *quizizz*-based reading skill assessment devices in BIPA 1 learning. The data in this study are interview conversions and the percentage of learner and teacher needs for the product. The data sources in this study are learners and teachers from the BIPA Wisma Bahasa Yogyakarta program, BIPA Walisongo State Islamic University Semarang, and BIPA Sultan Agung Islamic University Semarang. Data analysis for this study was carried out using the needs data analysis technique. This study uses a mixed method as a methodological approach, and the theory of assessment devices is used as a theoretical approach. The findings of the researcher, namely the characteristics of the needs of *quizizz*-based reading skill assessment devices in BIPA 1 learning, include material aspects, construction aspects, language aspects, and *quizizz* application aspects. Characteristics of the material aspect, namely a) the principle of completeness, b) the principle of suitability, c) the principle of validity, d) the principle of integration, and e) the principle of sufficiency. Characteristics of the construction aspect include a) the principle of completeness, and b) the principle of systematicity. The characteristics of the language aspect include a) the principle of ease, and b) the principle of communication. The characteristics of the *quizizz* application consist of a) the principle of practicality, b) the principle of economy, and c) the principle of novelty.

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INTRODUCTION

BIPA learning embraces eight important aspects, one of which is the presence of assessment (Widianto, 2017). Assessment is used to measure learning outcomes according to the language skills material to be assessed. Saputra, et al. (2022) stated, "in learning BIPA, it is necessary to consider the planning, process, and evaluation." This means that each institution organizing the BIPA learning program needs to pay attention to the entire learning process which includes planning, process, and assessment through certain guidelines. These guidelines are referred to as assessment tools. The components that make up the assessment tool are question grids, test/non-test questions, answer choices along with answer keys and assessment rubrics.

However, in its implementation, assessment is still a weakness for BIPA teachers. Assessment is often ignored by BIPA teachers (Muchtar, 2010). This view is also supported by Pristiwati, et al. (2020) who stated that one of the learning tools that needs to be improved in detail is evaluation which includes assessment. The results of observations of BIPA learning assessments in the BIPA program at Wisma Bahasa Yogyakarta, Walisongo State Islamic University Semarang, and Sultan Agung Islamic University Semarang stated that most teachers only provide questions when they are about to conduct an assessment. For example, in daily assessments. Assessments that are not planned carefully will not provide clear goals and directions, resulting in assessments that are less meaningful. Meanwhile, in the final semester assessment, BIPA teachers often only prepare questions without making detailed assessment grids and rubrics so that the assessment implementation is less comprehensive. In fact, assessment is one of the important components that determines the success of learning. The quality of learning can be seen from the assessment results (Wati, et al., 2023). Including assessments in BIPA learning. Good assessments are the standard for successful learning (Ekoati, et al., 2020).

Teachers must consider the presence of complete assessment tools, including question grids, questions, answer keys, scoring guidelines, and attitude assessment rubrics. This is intended so that assessments can be carried out in a directed, structured, and planned manner so that learning objectives can be achieved. The preparation of the assessment must pay attention to the needs of learners in terms of material, objectives, technological developments, and learning challenges. From a material perspective, one of the important language skills to master is reading. This is in line with the view of Syafaah & Haryadi (2016) that reading skills are skills that must receive serious attention because reading skills require a continuous practice process that includes activities to interpret many things from an experience. The reading process involves the entire person of the reader, namely memory, experience, brain, knowledge, language skills, psychological, emotional states, and the five senses of sight (Wiryodijoyo, 1989).

The preparation of materials in the assessment must be adjusted to the objectives of BIPA learning. The goals of foreigners learning Indonesian have various variations, including for daily communication, academic interests, cultural and tourism purposes, and special purposes such as work or business (Istanti, et al., 2020).

Furthermore, in the era of increasingly sophisticated technological developments, reading skills are also an important language skill to master. Ramadhani & Haryadi (2021) emphasized that reading skills are a process that includes certain steps to achieve understanding of a reading. Currently, Indonesia has entered the era of the 5.0 industrial revolution which focuses on digitalization. In line with that, Arsanti, et al. (2021) stated that basic literacy skills are needed to face the era of society 5.0, namely data literacy, the ability to read, analyze, and use information (big data) in the digital world.

Technology has now colored all aspects of people's lives, including in the world of education (Zulaeha, et al., 2023). As part of the world community, Indonesian society should also develop linearly in the flow of development of

science and technology (Mardiana, et al., 2021). The development of digital technology today can provide convenience for teaching BIPA (Farinduani, et al., 2023). However, teachers need to pay attention to the challenges of BIPA learning that are influenced by technology. The results of observations of the use of digital technology in the world of education, especially in the BIPA assessment at Wisma Bahasa Yogyakarta, Walisongo State Islamic University Semarang, and Sultan Agung University, namely using Google Form. However, in its implementation, the use of this Google Form still presents obstacles, especially in reading language skills. Especially in reading comprehension skills. The display of reading on the Google Form is limited to black and white text. When viewed using a smartphone, the size is smaller. Although it can be enlarged, it takes time to understand unclear text. A monotonous display that does not provide comfort when reading will affect learners' motivation to read. Learners tend to be less interested in understanding the reading displayed. As a result, they cannot answer questions correctly because they do not understand the contents of the reading. There are other digital applications that have been widely used in learning, such as zoom applications, google meet, youtube, quizizz, etc. Even in the context of assessment, digital applications with various sophisticated features can also provide different learning attractions and nuances. Yulianti, et al. (2023) added that one of the steps to create more interesting and interactive learning content and motivate foreign students to continue learning is by utilizing multimedia applications.

According to Saragih, et al. (2022) there are four applications that can be used as a means of conducting assessments, including kahoot, ispring suite 8, jeruq.com, and quizizz. Digital-based assessments can also overcome learning obstacles such as limited space and time. In addition to integrating with technology, problems that often occur in assessments are relatively seen as something scary, tense, and anxiety-provoking for students (Amany, 2020). Anxiety is one of the most important elements that can affect the learning achievement of learners Zeidner &

Matthew (in Asiksoy & Sorakin, 2018). This problem emphasizes that teachers need to present an assessment process with a pleasant nuance to realize meaningful assessment.

Research related to quizizz-based assessment has been conducted by Manda (2019) entitled Development of Indonesian Culinary-Based Test Instruments for Indonesian Language Learners for Foreign Speakers (BIPA) Level B1. This study developed an evaluation tool in the form of a test instrument that is feasible and standardized in measuring the language skills of BIPA learners at level B1 at Brawijaya University. The tools developed are the grid, test questions, and assessment rubrics along with scoring guidelines.

Furthermore, research conducted by Merentek, et al. (2022) entitled Use of Quizizz in Learning Evaluation in Indonesian Language Courses at the Bethesda Tomohon Health Sciences College in 2022. The study produced a theory that emphasized that the quizizz application is one of the effective digital technologies to be used as an assessment tool for Indonesian language learning at the tertiary level.

Another study on quizizz-based assessment was conducted by Arifin & Setiawan (2022) entitled Utilization Gamification for Online Evaluation Through Quizizz: Teachers' Perspectives and Experiences in 2022, which revealed the facts of digital technology-based evaluation such as quizizz. The results of this study confirm that the need for online assessment is very high considering the impact of online learning challenges. The quizizz application has great potential to be used as a means of conducting assessments. Berdasarkan penelitian yang pernah dilakukan belum ada penelitian yang mengembangkan perangkat penilaian secara lengkap memuat kisi-kisi soal, soal penilaian, kunci jawaban, pedoman penskoran, dan rubrik penilaian sikap dengan berbasis aplikasi quizizz. Hal ini dibuktikan dari penelitian terdahulu yang fokus membahas penilaian berupa soal tanpa memperhatikan perangkat lengkap yang menyusun penilaian.

Considering the importance of a mature assessment, the challenges of BIPA learning in

the industrial era 5.0, and the quizizz application which has sophisticated features including 1) various types of questions such as multiple choice, matching, filling in the blanks, etc., 2) can be given images and text, 3) various background colors, 4) can set the appearance of the exam directly or assignments with a certain period of time, 5) the order of questions, duration, and scores for each question can be set, 6) test results can be downloaded and viewed at any time, 7) wrong and right answers can be seen clearly, and there are many other features that are superior and more interesting than other applications, a complete set of assessments is needed, integrated with the quizizz application, and is able to provide an interesting learning nuance in the assessment process. For this reason, this study will describe the characteristics of the quizizz-based reading skills assessment device in BIPA 1 learning.

METHODOLOGY

This study uses a mixed research methodology (mix-method) that combines quantitative and qualitative approaches. According to Sugiyono (2011) mix method combines two research methods, namely quantitative and qualitative into a research activity, so that the data obtained will be more comprehensive, valid, reliable, and objective. The data in this study are qualitative and quantitative data. Qualitative data in this study are the conversion of interviews of learners' and teachers' needs for quizizz-based reading skills assessment tool products in BIPA 1 learning and survey data. Furthermore, the quantitative data of this study is the percentage of learners' and teachers' needs for quizizz-based reading skills assessment tool products in BIPA 1 learning. The data sources in this study were learners and teachers from three institutions with a total number of respondents of 43 learners and 7 teachers with details of the Wisma Bahasa Yogyakarta BIPA program of 12 learners and 3 teachers, the UIN Walisongo Semarang BIPA program of 21 learners and 3 teachers, and the Sultan Agung Islamic

University Semarang BIPA program of 10 learners and 1 teacher.

RESULTS AND DISCUSSION

The quizizz-based reading skills assessment tool for BIPA 1 learning is a new form of assessment tool in the BIPA world. The assessment tool to be developed integrates with digital technology in the form of the quizizz application. This application has various interesting features and its potential is very high to be used as one type of digital assessment tool. This study utilizes the quizizz application feature to be used as a daily assessment. The integration of digital technology with BIPA assessment tools shows that technological advances have provided convenience for the world of education.

The characteristics of this assessment tool are obtained from the results of the analysis of the needs of the quizizz-based reading skills assessment tool for BIPA 1 learning. The results of this study are the formulation of the characteristics of the quizizz-based reading skills assessment tool in BIPA 1 learning which includes four aspects, namely 1) material aspects, 2) construction aspects, 3) language aspects, and 4) quizizz application aspects. The device developed includes three basic materials at BIPA 1 level, namely daily activity materials, direction materials, and weekend activity materials. The following is a description of each aspect.

A. Material Aspect

The material aspect contains a description of the principles that serve as a reference for developing assessment tools from a material or content perspective. Based on the results of the assessment tool that needs analysis, the formulation of the material principles obtained are a) the principle of completeness, b) the principle of suitability, c) the principle of validity, d) the principle of integrity, and e) the principle of adequacy.

1. Principle of Completeness

The principle of completeness emphasizes the teacher's preparation in preparing learning

needs. Including in the preparation of complete assessments. Learning preparation is very important in achieving the objectives of learning Indonesian for foreign speakers (Siroj, 2015). The principle of completeness in the assessment tools developed includes the availability of several elements that make up the assessment tools including question grids, questions, answer keys, scoring guidelines, and attitude assessment rubrics. The tools that will be developed according to the needs of learners and teachers contain basic BIPA 1 material, namely 1) daily activity material, 2) direction material, and 3) weekend activity material so that the question grids, questions, answer keys, scoring guidelines, and attitude assessment rubrics are adjusted to the three materials. Each component has a different scope of completeness.

The question grid is made with a complete description of the basic competencies to be achieved, main material, cognitive level to be achieved, and description of the question design. Basic competencies that must be achieved in the daily activities material include a) identifying general information about daily activities in the reading, b) identifying expressions and vocabulary about daily activities in the reading, c) answering questions based on the reading, and d) filling in a table with a sequence of daily activities. Basic competencies that must be achieved in the direction material are a) identifying general information about direction and location in the reading, b) identifying vocabulary and expressions about direction and location in the reading, and c) answering questions based on the reading. Basic competencies that must be achieved in the weekend activities material are a) identifying general information about weekend activities in the reading, b) identifying expressions and vocabulary about weekend activities in the reading, and c) answering questions based on the reading.

The material developed in the questions must direct the assessment of reading skills. The questions developed are in accordance with the guidelines for the grids that have been made. The answer choices and answer keys adjust the form

and type of questions. The scoring guidelines are arranged according to the weight of the questions in the questions. The attitude assessment rubric is arranged with clear assessment criteria by adjusting the BIPA SKL.

2. Principle of Suitability

The material presented in the assessment tool is material that has urgency according to the needs of teachers and learners. The material presented in the questions contains material that is in accordance with the BIPA 1 level, namely basic materials. Material at the BIPA 1 level is the most basic material and is close to everyday life. The principle of material suitability does not only focus on the BIPA level, but this principle also involves the learning context. The development of material aspects in this assessment tool must have a learning context that is appropriate between the material raised and the learning objectives of the learners. In addition, the material to be developed includes grammar and vocabulary material with simple choices according to the BIPA 1 standard.

This is in accordance with Kusmiatun's statement (2017) which emphasizes that the criteria that must be adhered to in selecting material are (a) the material is in accordance with the learning objectives at each level or level of foreign speakers and also the objectives of foreign speakers to learn Indonesian, (b) teaching materials can be connected to the context, and (c) BIPA materials are made continuous. Therefore, the material aspect needs to pay attention to the principle of suitability that explains the objectives and levels of learning.

3. Principle of Validity

The principle of validity means that the assessment refers to the target of learning achievement and reflects the abilities being measured. Materials that cover knowledge and skills have clear assessment criteria. The assessment tools developed focus on reading skills. Therefore, the skills measured in this assessment are reading skills. In BIPA 1 learning, the reading skills measured are reading comprehension of a reading.

According to Kholiq & Luthfiyati (2020), literal reading comprehension measures how learners understand written/explicit information from reading. This level is oriented towards the learner's analytical ability in capturing understanding by referring to evidence in the form of text fragments. Reading at this level is the lowest level because it does not require in-depth analysis. A clear target will facilitate an assessment. Therefore, the principle of validity is important in compiling material aspects.

4. Principle of Integrity

Integrated means that an assessment cannot be separated from other activities. There are three main domains in the assessment, namely the cognitive, affective, and psychomotor domains. These three domains are integrated into a learning process. The cognitive aspect leads to knowledge in accordance with the basic competencies in the three materials to be developed. The affective aspect is the behavior or attitude of learners in learning. The psychomotor aspect includes learner skills in learning. Therefore, in determining the material, it is necessary to consider the scope of the three domains according to the BIPA 1 level.

An assessment must be carried out in a planned manner, integrated with learning activities, and carried out continuously. This is in accordance with Widoyoko's statement (2014) which emphasizes that one of the main principles in making an assessment is integration. This shows that the assessment needs to adhere to the principle of integration. Therefore, the material aspect must consider the principle of integration.

5. Principle of Adequacy

The assessment tools that are prepared must pay attention to the principle of adequacy. This principle emphasizes the purpose of the assessment, namely to describe the learning outcomes of learners. The assessment tools are aimed at reading skills. This means that the assessment is aimed at describing learning outcomes, especially reading skills.

The assessment criteria for reading skills are that learners' understanding can be measured

from how they understand the questions. Good understanding will lead to the right answer. Therefore, the material compiled in the assessment tool must be able to lead to the assessment objectives, namely showing the extent to which learners understand the questions, texts, and answer questions correctly so that learners can find out the extent of their reading skills.

B. Construction Aspect

The construction aspect focuses on the physical form of the questions that serve as guidelines for developing *quizizz*-based reading skills assessment tools in BIPA 1 learning. Based on the needs analysis, two principles for developing the construction aspect were obtained, namely a) the principle of completeness, and b) the principle of systematicity. The following is an explanation of each principle.

1. Principle of Completeness

The arrangement of construction aspects must pay attention to the principle of completeness. This completeness is assumed as a reference for building the question structure. In general, this principle includes the presence of various types of questions, systematic and chronological arrangement of questions, homogeneous arrangement of answer choices, the length of the answer choices being relatively the same so as not to lead to the correct answer, distractors having a clear function, the addition of images or illustrations, and the provision of useful diagrams or tables (Depdiknas, 2019). Questions that are varied and arranged as attractively as possible can stimulate students' learning motivation.

2. Principle of Systematicity

The systematic principle aims for assessments to be carried out in a planned and gradual manner. This is in line with the view of Widoyoko (2014) who emphasized that assessments must be carried out in a planned and gradual manner according to standard steps. This means that the preparation of questions must go through clear stages. The stages in question

include teachers determining the question grid, creating a question framework, developing questions, and reviewing the questions that have been made.

This systematic principle plays a role in guiding the formulation of questions. Questions are made based on the level of difficulty from easy, medium, to difficult according to needs. BIPA 1, basic level has a provision of question difficulty index with more moderate questions. The arrangement of questions is sorted based on simple to complex questions. Starting from objective question types such as multiple choice to subjective question forms such as short answers.

C. Language Aspect

The characteristics of the language aspect refer to the presentation of language in the assessment tool product to be developed. Based on the results of the needs analysis, two principles were obtained, namely a) the principle of convenience, and b) the principle of communicativeness. The following is a description of the characteristics of the assessment tool in the language aspect.

1. Principle of Convenience

BIPA 1 learning is basic language teaching for foreign speakers. Learners who are unfamiliar with Indonesian certainly have limitations in language that in BIPA 1 learning there are provisions for the language that can be used. The provisions in question are simple. This simplicity is intended so that learners can accept or deepen Indonesian easily. Therefore, in compiling the assessment tool, especially on questions, it is necessary to adhere to the principle of ease. The goal is to make it easy for foreign learners to learn Indonesian.

The use of simple language is in the form of vocabulary chosen to describe the question grid, instructions for working on questions, questions, readings, and answer choices available in the reading skills assessment tool in the three materials developed.

2. Principle of Communicativeness

Questions are the main component in the assessment tool. Language that is too convoluted, ambiguous, and long will confuse learners. Therefore, questions and answer choices must be arranged in a language that can provide understanding to learners according to BIPA 1 level. Communicative language means it tends to be simpler, easier to understand, and uses clear basic command sentences such as "read the following text!", "choose one correct answer," "match the picture to the reading above!", "complete the following sentence!".

D. Quizizz Application Aspect

Based on the results of the needs analysis for the development of a *quizizz*-based reading skills assessment tool for BIPA 1 learning, the principles of product development are obtained which include three principles, namely a) the principle of practicality, b) the principle of economy, and c) the principle of novelty. The three principles are described as follows.

1. Principle of Practicality

The principle of practicality means being free from all limitations such as limitations of space, time, and situation. Distance learning or online-based learning has been widely carried out in universities in Indonesia (Hasanudin, et al., 2023). Including in BIPA learning. With digital technology such as the *quizizz* application, distance learning can be implemented properly because the *quizizz* application can be used anywhere and anytime.

In addition, the use of digital technology such as the *quizizz* application is also very practical, learners and teachers can easily access it via gadgets or computers connected to the internet network. This is in line with the view of Farinduani, et al. (2023) who stated that the development of digital technology can provide convenience for BIPA teaching. Including the use of the *quizizz* application which is used in the assessment of BIPA learning.

2. Principle of Economy

One of the principles of assessment development is economics. This means that the

assessment is easy from the perspective of its maker or production. Easy in terms of how to use it, and easy to access. This is in accordance with the assessment principles put forward by Widoyoko (2014) that assessment tools should be used as much as possible without wasting time, money, energy, or facilities and infrastructure. The appearance of the assessment that tends to be simple and attractive makes it easier for learners and teachers to use it.

3. Principle of Novelty

The principle of novelty shows something new in research. According to Haqqi & Risnita

(2023), the element of novelty is important in research because the element of novelty obtained will provide a new contribution to science. The principle of novelty in this study, namely the *quizizz*-based reading skills assessment tool, is something new in BIPA teaching. This assessment tool is new in terms of its digital appearance with sophisticated features and has an appeal that can create meaningful assessments.

Based on the discussion above, the following is a description of the characteristics of the *quizizz*-based reading skills assessment tool in BIPA 1 learning in table form.

Characteristics Table of *Quizizz*-Based Reading Skill Assessment Tools in BIPA Learning 1

No	Aspect	Principle
1.	Material Aspect	Principle of completeness Principle of suitability Principle of validity Principle of integrity Principle of adequacy
2.	Construction Aspect	Principle of completeness Principle of systematicity
3.	Language Aspect	Principle of convenience Principle of communicativeness
4.	<i>Quizizz</i> Application Aspect	Principle of practicality Principle of economy Principle of novelty

CONCLUSION

Based on the discussion above, it can be concluded that the characteristics of the *quizizz*-based reading skills assessment tool in BIPA 1 learning include four main aspects, namely the material aspect, the construction aspect, the language aspect, and the *quizizz* application aspect. The characteristics of the material aspect include five principles consisting of a) the principle of completeness, b) the principle of suitability, c) the principle of validity, d) the principle of integrity, and e) the principle of adequacy. The characteristics of the construction aspect contain two aspects, namely a) the principle of completeness, and b) the principle of systematicity. The characteristics of the language

aspect include two principles, namely a) the principle of ease, and b) the principle of communicativeness. The characteristics of the *quizizz* application include three principles, namely a) the principle of practicality, b) the principle of economy, and c) the principle of novelty.

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