


Optimizing Digital-Based Measuring Tools in Evaluation of Balinese Language Learning at SMP Negeri 11 Denpasar

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Abstract

This study aims to describe the efficiency and relevance of optimizing the effectiveness of digital-based assessment tools for evaluating Balinese language learning at SMP Negeri 11 Denpasar. This issue arises from the fact that teachers at SMP Negeri 11 Denpasar have not yet utilized digital-based assessment tools optimally. This is reflected in the Balinese language learning evaluation activities, where teachers tend to rely on conventional assessment tools or are limited to using a single digital tool, such as Google Forms, which affects students' learning outcomes. The implementation of this study is based on the use of a method as an operational foundation. Accordingly, the study addresses (1) research design, (2) types of research data, (3) data collection methods, and (4) data analysis methods. The results indicate that efficiency includes ease of implementation in evaluation processes. Meanwhile, relevance involves the capability of digital assessment tools to provide evaluations aligned with the needs of the learning process.

Keywords: Learning Online, Digital Measuring Tool, Balinese Language Learning

ARTICLE INFO

Article history:

Received
October 10, 2024
Revised
December 02,
2024
Accepted
December 23,
2024

Published by
ISSN

Website

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CV. Creative Tugu Pena
2774-4299

<https://attractivejournal.com/index.php/bse/>

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INTRODUCTION

Balinese language learning in junior high schools (SMP) as a level of formal education has an important role in preserving and developing local culture. Moreover, the government is intensively promoting the preservation of the Balinese language in formal education (Pratiwi & Oktarina, 2018). In this regard, various strategies are needed to be actualized in Balinese language learning, both from media selection to the use of innovative measuring tools in learning evaluation. This is also in line with the teacher's ability to carry out a learning evaluation (Abadullah et al., 2024). The application of these two things is expected to attract students' interest and encourage their active involvement in the learning process.

The integration of technology in Balinese language learning creates a learning process that is more interactive and relevant to students' current developments (Tresnawati, 2021). In this case, digital-based learning media are developing, such as the Patik application in Balinese script material (Muliana et al., 2022). In line with this, media in the form of innovative Balinese language videos is able to increase students' Balinese language cognition. Likewise with media *flashcard* in improving Balinese language learning (Wiweka et al., 2021; Amalia et al., 2023). Meanwhile, digital technology

integrated into the evaluation of Balinese language learning is able to optimize the evaluation process and make it easier to measure student abilities.

Digital-based learning media is implemented through several Balinese language learning materials at SMP Negeri 11 Denpasar, such as videos in *satua* material (Balinese language fairy tales). The use of this media can increase students' interest and motivation in learning Balinese. This is different from the measurement tools for Balinese language learning at SMP Negeri 11 Denpasar which have not integrated technology optimally. This has implications for students' motivation in working on questions when learning Balinese. Moreover, the use of technology in learning evaluation affects students' level of thinking and learning outcomes (Azzahro & Subekti, 2022; Yusuf et al., 2023; Aini et al., 2024; Sugiarto & Suhono, 2023). The lack of optimal use of digital-based measuring tools in Balinese language learning at SMP Negeri 11 Denpasar is related to teachers who tend to use conventional measuring tools and tend to use one measuring tool such as Google Form. The current use of Google Form is a continuation of online learning during the Covid-19 Pandemic which can be integrated with Google Classroom and is considered less innovative (monotonous) by students (Pertiwi et al., 2022). This makes students less interested in working on Balinese language questions. This results in learning evaluations being less effective and unable to accurately describe student competencies, especially in aspects of language skills which require more varied and contextual assessment methods.

This phenomenon reflects the importance of adapting and transforming the use of measuring tools in evaluating Balinese language learning at SMP Negeri 11 Denpasar. Digital technology not only makes data processing easier, but also improves students' learning experience through more interactive and interesting learning. This technological integration makes it easier for educators to provide assignments, exams and exercises online, as well as track student progress more efficiently (Siringoringo & Alfaridzi, 2024). In line with this, a measuring tool is needed that is integrated, innovated and digitalized with local culture or wisdom so that it adapts to students' needs as a didactic design.

Measuring tools that are integrated with local culture not only aim to evaluate academic learning outcomes, but also to strengthen students' understanding of the cultural values contained in Balinese language learning. Didactical designs that integrate digital technology and local wisdom can include the development of application-based questions, interactive simulations, or evaluations in the form of educational games that use Balinese cultural content, such as *aksara*, *satua* (fairy tales), or other local traditions. This is reflected in the integration of local wisdom in the mathematics learning process which not only makes learning more contextual and relevant for students, but is also able to increase motivation, conceptual understanding and critical thinking skills as well as the ability to solve problems (Mendrofa et al., 2024; Hasyim et al., 2023).

Innovation in evaluating Balinese language learning through digital-based measuring tools that integrate local culture or wisdom reflects something new, especially in measuring tools that influence student learning outcomes. Moreover, there has not been much research related to the evaluation of digital-based Balinese language learning and tends to be described without providing an in-depth analysis of the effectiveness and relevance of digital measuring tools that are integrated with local cultural elements, as reflected in the study by Mustika (2022). In this regard, previous research integrated digital-based measurement tools but tended to examine one type of evaluation, namely in the form of diagnostic tests. In line with this, this study is oriented towards optimization through the effectiveness of digital-based measuring tools in evaluating Balinese language learning at SMP Negeri 11 Denpasar. This research will analyze the efficiency and relevance of implementing digital-based measuring tools to improve the overall quality of assessing student learning outcomes and integrated with local culture or wisdom.

METHOD

The implementation of this research is based on the use of a method as an operational basis for collecting data systematically. In this regard, the description of this research method includes research design, types of research data, data collection methods, and data analysis methods (Vishnu et al., 2022). In this research, a qualitative research design is presented which constructs the efficiency and relevance of digital-based measuring tools in evaluating Balinese language learning. In this regard, this research is divided into primary data and secondary data. In line with this, primary data in the form of implementation of digital-based measuring tools was obtained through key informants, namely Balinese language teachers. Meanwhile, secondary data relating to the implications of digital-based measuring instruments was obtained from supporting informants, namely students at SMP Negeri 11 Denpasar. These two types of data were obtained through observational data collection methods for evaluating Balinese language learning, interviews with informants, and literature studies of relevant documents.

Data obtained through library study and interview methods were analyzed comprehensively and comparatively through qualitative descriptive data analysis methods. In this regard, the following data analysis steps were carried out. (1) Data reduction; in the form of selecting data towards a data constructivity regarding the efficiency and relevance of digital-based measuring tools in evaluating Balinese language learning. Next, (2) classification and description of data; in the form of grouping and explanation of the efficiency and relevance of digital-based measuring tools in evaluating Balinese language learning. Lastly, (3) data conclusion; in the form of drawing a conclusion about the efficiency and relevance of digital-based measuring tools in evaluating Balinese language learning.

RESULTS AND DISCUSSION

Technology integration such as digitalization of measuring tools in learning evaluation plays an important role in supporting a more effective and efficient educational process. In this case, digitalization allows for faster, more accurate and objective evaluations, as well as providing direct feedback to students and teachers. Apart from that, the use of technology can also increase students' digital literacy, which is essential in facing the challenges of the digital era (Amalia, 2015). In this regard, this study describes an optimization of measurement tools that are actualized in terms of effectiveness including efficiency and relevance in evaluating Balinese language learning at SMP Negeri 11 Denpasar.

Optimization of digital-based measuring tools implemented through effectiveness in evaluating Balinese language learning at SMP Negeri 11 Denpasar. This reflects the efficiency of measuring instruments in language learning evaluation. Effectiveness here refers to the ability of digital measuring tools to achieve evaluation objectives, namely assessing student understanding and skills more accurately and quickly than conventional methods. In line with this, efficiency can be seen from the reduction in time and energy required by teachers to correct and analyze exam results. This measuring tool also provides real-time results, which makes it easier for teachers to immediately take follow-up steps to learning (Amalia, 2015). Moreover, the use of technology also provides more flexibility for students to access exams anytime and anywhere, increasing their involvement in the teaching and learning process (Sukirno & Surachman, 2022).

Efficiency in presenting results in real-time not only speeds up the decision-making process, but also allows teachers to provide direct feedback to students (Widiasanti et al., 2023). The results presented instantly help students understand their learning achievements and encourage quick and targeted improvements (Pratama et al., 2024). The real-time presentation of student learning outcomes reflected through Google Form recaps can be seen in the following image.

Tipe	Waktu	Nama	No. Absen	Kelas	Kawasastraan Bali kagay	Sinhala	Puisi Bali Anyar	nginglul	Tekstesan ti kula ngucos	Tekstesan ti kula ngucos	Tekstesan ti kula ngucos
2	3/15/2022 8:08:18	12 / 40 Adh	5	BH	2	caribabata	1959	voltes langkara	voltes	voltes	voltes
3	3/15/2022 8:14:15	12 / 40 Imaning bimbang Bayana	16	BA	3	Puisi Bali Anyar	1959	voltes	voltes	voltes	voltes
4	3/15/2022 8:14:37	11 / 40 Adi marya	22	BP	3	Puisi Bali Anyar	1956	semta	voltes	voltes	voltes
5	3/15/2022 8:14:47	10 / 40 Ni Putu Ba Senta Dewi	32	BB	2	caribabata	1967	voltes	voltes	voltes	voltes
6	3/15/2022 8:18:21	10 / 40 I Made Nesa prasada	10	B	3	Puisi Bali Anyar	1967	voltes langkara	voltes	voltes langkara	voltes
7	3/15/2022 8:19:16	11 / 40 WIDHEDI DITTA SURANDI 07	88	BB	4	Puisi Bali Anyar	1967	voltes	voltes	voltes	voltes
8	3/15/2022 8:20:03	10 / 40 Niluh Rizka	27	BB	5	caribabata	1956	semta	voltes	voltes	voltes
9	3/15/2022 8:21:13	20 / 40 Komang mulya Prastani	23	BA	4	Puisi Bali Anyar	1956	semta	voltes	voltes langkara	voltes
10	3/15/2022 8:22:22	28 / 40 Pande Gede Andika Sedy	35	BA	3	Puisi Bali Anyar	1956	semta	voltes	voltes langkara	voltes
11	3/15/2022 8:22:26	11 / 40 Komang Dewa arjan	25	BP	3	patarabaya	1956	voltes langkara	voltes	voltes langkara	voltes langkara
12	3/15/2022 8:24:34	8 / 40 GUSTI AGUS PERKUSAM	5	BB	2	Puisi Bali Anyar	1956	semta	voltes	voltes langkara	voltes
13	3/15/2022 8:25:44	8 / 40 ANGEL	3	BA	4	patarabaya	1967	voltes langkara	voltes	voltes	voltes
14	3/15/2022 8:25:55	11 / 40 I Made kang purnama	35	BB	4	Puisi Bali Anyar	1959	voltes	voltes	voltes	voltes
15	3/15/2022 8:25:55	19 / 40 Ni Kusuk Dewi Melani Sa	21	BB	2	caribabata	1967	voltes	voltes	voltes langkara	voltes
16	3/15/2022 8:26:19	24 / 40 Ika Ayu Hening Pusilla	17	BA	2	caribabata	1956	semta	voltes	voltes	voltes
17	3/15/2022 8:26:27	28 / 40 Komang Aditya Momen	17	BA	3	Puisi Bali Anyar	1956	semta	voltes	voltes	voltes
18	3/15/2022 8:27:06	20 / 40 Komang wita purnata	17	BB	2	Puisi Bali Anyar	1956	voltes langkara	voltes	voltes	voltes
19	3/15/2022 8:27:23	17 / 40 Dika Dwiastika	95	BB	2	Puisi Bali Anyar	1956	semta	voltes	voltes	voltes
20	3/15/2022 8:27:38	16 / 40 Kadek kanya dika pusi	19	BB	2	Puisi Bali Anyar	1956	semta	voltes	voltes	voltes
21	3/15/2022 8:28:31	8 / 40 Pura Gede Mahendrasa	34	BB	3	Puisi Bali Anyar	1967	voltes	voltes	voltes	voltes
22	3/15/2022 8:29:06	11 / 40 I Made Hening Martha pu 09	8	B	3	Puisi Bali Anyar	1959	voltes	voltes	voltes	voltes
23	3/15/2022 8:29:17	16 / 40 wita	12	BA	2	caribabata	1967	voltes	voltes	voltes langkara	voltes
24	3/15/2022 8:31:52	10 / 40 neta wikanani	22	BB	3	Puisi Bali Anyar	1959	voltes	voltes	voltes	voltes
25	3/15/2022 8:31:58	21 / 40 dika	1	BB	3	patarabaya	1956	voltes	voltes	voltes	voltes
26	3/15/2022 8:32:12	21 / 40 Candia Cahiana	1	BB	3	Puisi Bali Anyar	1956	voltes	voltes	voltes	voltes
27	3/15/2022 8:32:44	39 / 40 I Gusti Agung Dena Nari	7	BP	2	Puisi Bali Anyar	1959	semta	voltes	voltes	voltes

Figure 1. Recap of Student Learning Results on Google Form

A real-time recap of student learning outcomes is reflected through the time for collecting learning outcomes as in Figure 1 which shows evaluation data that is collected automatically immediately after students complete the exam. These learning outcomes also accumulate the answers that students choose when taking the test. This also reflects the efficiency of digital-based measuring instruments which are conceptualized in processing time and energy, accessibility and flexibility, as well as making it easier to store and process data.

The efficiency of digital-based measuring tools at SMP Negeri 11 Denpasar as an effectiveness in evaluating Balinese language learning makes it easy to present evaluation results quickly and accurately. Moreover, measuring tools that have been used previously can be collaborated with platforms such as Quizizz which carries the concept of gamification in optimizing measuring tools in evaluating Balinese language learning. Interactive displays with game elements such as points, leaderboards and timers not only make evaluation more fun, but also encourage students' active involvement and strengthen their memory of the material being tested (Krisbiantoro, 2020) which can be seen in the following picture.



Figure 2. Appearance Leaderboard Quizizz

The Quizizz Leaderboard display from the teacher's view as in Figure 2 displays student rankings based on the results of the exams taken. Quizizz can also display student learning results in real-time and the percentage of success in answering questions by students. This feature also makes it easier for teachers to analyze student achievement directly, so they can provide fast and relevant feedback. Apart from that, an interactive leaderboard display can increase student learning motivation through a healthy competitive atmosphere.

The effectiveness of digital-based measuring tools reflects relevance to the evaluation of Balinese language learning at SMP Negeri 11 Denpasar, especially in supporting the achievement of more optimal educational goals. Digital measuring tools

allow evaluations to be carried out more objectively, accurately and transparently, which ultimately provides a comprehensive picture of student abilities. In addition, the relevance of digital measuring tools reflects an adaptation to technological developments and 21st century learning needs which demand high flexibility and accessibility in the evaluation process (Silfiya & Siagian, 2024).

Optimizing digital-based measuring tools in evaluating Balinese language learning has significant relevance at SMP Negeri 11 Denpasar. In the context of the current digital era, integrating technology into the learning process can increase efficiency and accuracy in measuring student competency achievements (Permana et al., 2024). Digital-based measuring tools enable real-time collection of evaluation results data as previously described, so that teachers can analyze learning outcomes more quickly and precisely. In line with this, the use of digital tools supports various forms of evaluation, such as interactive quizzes, online tests, or multimedia-based exercises, which can increase students' interest and involvement in learning Balinese (Aditama, 2020).

Optimization of digital measuring tools implemented at SMP Negeri 11 Denpasar emphasizes digital-based learning by using additional applications or platforms as measuring tools such as Quizizz. In this regard, the use of digital technology in the form of Quizizz makes it easier for teachers to design evaluations that are more flexible, personalized and in accordance with the needs of each student. In line with this, digital measuring tools provide an opportunity to document students' progress in mastering Balinese language skills, both spoken and written, systematically as can be seen through student learning outcomes with the following Quizizz measuring tool.

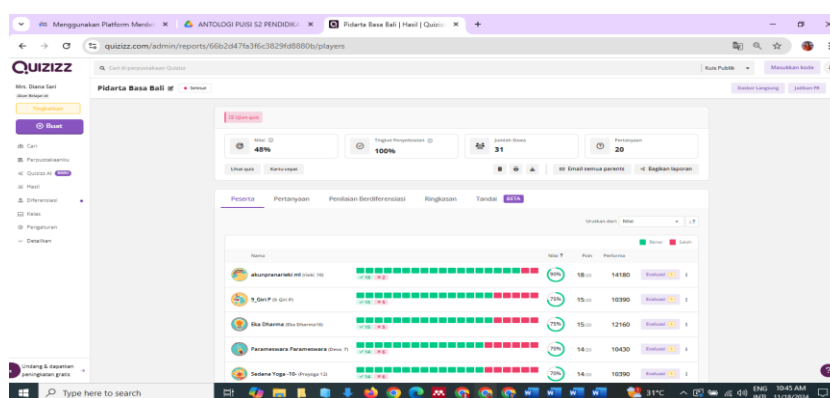


Figure 3. Learning Evaluation Results through Quizizz

The display of learning evaluation results through Quizizz as in Figure 3 reflects the relevance of using Quizizz as a measuring tool in evaluating Balinese language learning effectively and comprehensively. In this regard, Quizizz is able to display overall learning results by displaying analysis down to the percentage of each student (Fadilah et al., 2024). This is in line with an assessment of learning outcomes used to see progress or a picture of the success of learning that has been carried out by educators (Nisrokha, 2018).

The relevance of digital-based measuring tools in optimizing Balinese language learning also includes administrative convenience for teachers. In this regard, evaluation results can be stored centrally and managed well, making it easier to monitor student progress over time (Ahmad et al., 2023). This is in line with the reflection that the features of digital-based measuring tools can support decision making in the learning environment (Nainggolan, 2024). This technology integration helps create a more organized and transparent learning process, both for teachers and students.

The most relevant digital-based measuring tool is through an integration of culture or local wisdom which contains special learning material for Balinese language subjects,

namely Balinese script which is packaged with interactive presentations (Wardani & Suniasih, 2022). This is reflected through the questions or questions used in the test. In this regard, questions in digital measuring instruments can be designed to highlight Balinese cultural themes, such as traditional traditions, religious ceremonies, or folklore (satua). For example, a question could ask students to read a Balinese folktale presented in digital form, then answer questions related to the story's content, moral values, or the use of Balinese script in the text. Apart from that, interactive questions such as matching Balinese script symbols with their meanings, or constructing sentences in Balinese correctly, can also be applied. This integration not only tests students' academic knowledge, but also builds their skills in understanding and applying local cultural elements contextually. Meanwhile, this integration can also be implemented through interactive multimedia in the form of educational games (Siswoyo et al., 2023). In this regard, educational games are designed to convey learning material and learning evaluation tools in an interesting and fun way.

CONCLUSION

The description of the optimization of digital-based measuring tools regarding effectiveness in evaluating Balinese language learning includes (1) efficiency and (2) relevance as currently reflected. In this case, efficiency includes ease in carrying out evaluations, saving time in processing results, and reducing human error in assessment. By using digital-based measuring tools, teachers can quickly access student evaluation data in real-time without having to carry out time-consuming manual processes. In addition, automatic data processing allows evaluation results to be more accurate and structured, supporting more precise decision making regarding learning follow-up. Meanwhile, relevance includes the ability of digital measuring tools to provide evaluations that suit learning needs and make it easy to monitor student progress from time to time.

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