



DESIGN LEARNING EVALUATION OF SERAMPANG TWELVE DANCE BASED ON HOTS IN THE FORM OF A QUIZZZ APPLICATION FOR MEDAN CITY SENIOR HIGH SCHOOL STUDENTS

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Abstract--This study aims to produce a *HOTS*-based Serampang Dua Belas Dance Learning Evaluation Design in the form of a quizizz application for Medan City High School students. The learning evaluation design is designed in accordance with the learning objectives in KD 3.1 about understanding local dance concepts, techniques and procedures and KD 4.1 about demonstrating traditional dance movements based on concepts, techniques and procedures according to the count and beats. The theories used in this research are related to learning evaluation design, High Order Thinking Skills, Serampang Dua Belas dance, and *Quizizz* application. The method used is a qualitative descriptive method, with a *Research and Development (R&D)* development model. This research was conducted at the Laboratory of the Dance Education Study Program, Faculty of Language and Arts, State University of Medan. The population in this study were eight compulsory Malay dances taught in the Malay Dance Engineering course at the Dance Education Study Program with the sample being the Serampang Dua Belas dance. This research instrument uses a media expert feasibility test questionnaire and a material expert feasibility test with a rating scale, to evaluate and test the feasibility of the evaluation design that has been made. The data analysis technique in this study is a data analysis technique using a Likert scale with a rating scale type on a scale of five. The results in this study the media product produced was categorized as very feasible to use based on the validation results with a detailed score of 91.1% from the results of the material expert validation test, and a score of 93.3% from the results of the media validation test. From the resulting score, it is known that the *HOTS*-based Serampang Dua Belas dance learning evaluation design can be used as evaluation material by teachers to determine the ability of students' learning outcomes. This learning evaluation design is made in the form of *HOTS*-based questions that are entered into the *Quizizz* application and make the questions in the form of online games that are used with the internet network.

Keywords: *Evaluation Design, Learning, Serampang Dua Belas Dance, HOTS, Quizizz Aplikasi Application*

INTRODUCTION

In the world of education, an educator or teacher is required to have a learning device as a plan before carrying out learning activities. Where the learning device will be a guide for every teacher when carrying out the learning process both in the classroom and outside the classroom. In Permendikbud No. 65 of 2013, concerning the Standards for Primary and Secondary Education, it is stated that, "The preparation of learning tools is part of learning planning (Eureka Pendidikan Article)". Where in learning planning is divided into several parts, one of which is an assessment or evaluation device.

Evaluation is an important part of the learning process in every field of study. Where in this case the teacher must have its own formula as a stage to measure the extent to which the ability and success of students in capturing and absorbing the learning material that has been given. According to the general understanding of evaluation, evaluation can be interpreted as a systematic process to determine the value of something (provisions, activities, decisions, performance, processes, people, objects and others) based on certain criteria through assessment (Mahirah B, 2017:258).



Malay dance itself is one of the materials that is often used as learning material in schools, there are several Malay dances that are usually popular and are often used as teaching materials in schools such as Lenggang Patah Sembilan, Mak Inang Pulau Kampai, Serampang Dua Belas, and so on. These dances are creative dances that tradition the work of the late Professor Sauti and are often used as competitions or festivals. And in this study the author will use the Serampang Dua Belas dance as a learning evaluation material.

In line with the world of education which is currently in the era of the technology-based industrial revolution 4.0, it will be very unfortunate if teachers do not take advantage of the sophistication of 21st century technology as a tool to support the learning process, especially in evaluating learning outcomes. Because planning or design of learning systems and evaluation systems is very important to develop. The use of the *HOTS*-based *quizizz* application in carrying out learning evaluation activities is considered suitable and can be one solution to make evaluating activities easier and more interesting.

Classification of educational instructional goals or learning goals with higher order thinking skills (*HOTS*) is classified into three general classifications, namely: first, the cognitive domain, namely the domain related to learning objectives that are oriented to thinking skills and divided into six categories including remembering (C1); understand (C2); apply (C3); analyze (C4); evaluate (C5); and creating (C6), the two affective domains are those related to feelings, emotions, value systems and attitudes of the heart and are divided into five categories known as A1–A5, the three pricomotor domains are domains that are oriented towards motor skills or the use of skeletal muscles and muscles. divided into five categories known as P1–P5 (Imam and Angraini: 99).

Therefore, the author conducted a research entitled "*HOTS*-based Serampang Dua Belas Dance Evaluation Design in the form of a *Quizizz* Application for Medan City High School Students".

RESEARCH METHOD

The method used in this research is descriptive-qualitative. Where this study describes the steps in making a *HOTS*-based evaluation design which then qualitative data is taken through criticism and input on a feasibility test questionnaire validation of material experts and media experts.

The population in this study were eight compulsory Malay dance materials taught in the Dance Education Program, with the research sample being the Serampang Dua Belas dance.

This research instrument uses a material expert feasibility validation test questionnaire and a media expert feasibility validation test questionnaire that aims to obtain scores to test the feasibility of the *HOTS* questions that have been designed by the author and the feasibility of the application used. The data collection technique was carried out by observing things related to the needs of research data, interviews, documentation and collecting literature studies to examine appropriate theories to meet the needs of relevant data in research.

In this study, the authors used data analysis techniques in the form of a Likert scale measurement. The Likert scale used is a rating scale type on a scale of 5 which is expressed in the form of a range of answers from very poor to very good.

Table 3.4 Skala Likert

Description	Score
Very Good	5
Good	4
Enough	3



Less	2
Verry less	1

The calculation of the percentage of the feasibility of learning media uses the following formula.

$$\text{Result} = \frac{\text{Total score obtained} \times 100\%}{\text{Expected score}}$$

The score obtained is converted into qualitative data on a five-scale with reference to the following formula (Sugiyono, 2010: 135).

Table 3.5 Qualitative Data Conversion

No.	Skor dalam persen (%)	Eligibility Category
1	< 21 %	Very Not worth it
2	21 – 40 %	Not feasible
3	41 – 60 %	Decent enough
4	61 – 80 %	Worthy
5	81 – 100 %	Very Worthy

This research was conducted at the Dance Education Study Program, Department of Dance, Faculty of Languages and Arts, State University of Medan.

FINDINGS AND DISCUSSION

Through the existing data, the authors designed an evaluation of the HOTS-based Serampang Dua Belas dance learning by referring to the stages of the R&D development model according to Sugiyono.

Stages of Design Evaluation of HOTS-Based Serampang Twelve Dance Learning in the Form of

a Quizizz Application

Furthermore, below, the author explains the five stages of the Research and Development (R&D) development model according to Sugiyono that the author uses in designing learning evaluations as follows:

a. Potential Problems

The potential problem in this study is the lack of teachers who innovate utilizing technological sophistication to make the learning evaluation process more interesting. Teachers still use conventional methods in carrying out the evaluation process on student learning outcomes.

b. Data collection

Data collection was obtained from observations, interviews and collection of library studies as well as relevant research on theories related to learning evaluation design, high order thinking skills (HOTS), quizizz applications, and also the scope of the Serampang Dua Belas dance.

c. Product Design

At this stage the author uses four steps in designing the evaluation of the Serampang Dua Belas dance learning including:



1. Material Selection

The material used is the Serampang Dua Belas dance which has been prepackaged in the form of a digital encyclopedia.

2. Making Evaluation Materials

At this stage the author will design a HOTS question grid in accordance with KD 3.1 and KD 4.1 and the questions.

Table 4.1 HOTS Based Question Grid

Realm Cognitive	HOTS Verb	Amount of question
Menganalisis (<i>analyzing-C4</i>)	Study	3
	Analyze	4
	Link	2
	Correlate	2
	Details	2
	Pathetic	1
Mengevaluasi (<i>evaluating-C5</i>)	Differentiate	1
	Choose	3
	Interpret	2
	Weigh	1
Mencipta (<i>creacting-C6</i>)	Connect right	1
	Correcting	2
	Arrange	1

HOTS-based questions

The items consist of 25 questions. There are 12 multiple choice questions, 2 essay questions, 6 multiple choice questions in the form of pictures, 3 multiple choice questions in video form, and 2 multiple choice questions in audio form.

1. Look at the following sentence, "Malay (on Earth) will not be lost in the world "World". The sentence is a statement from...

- History of the Malays
- Malay motto
- Malay culture
- Malay customs
- The meaning of the Malay tribe

2. One of the characteristics of the Malays that can be interpreted as a clean heart towards something they face, but if necessary they can also be angry and hurt, resistant to being melted down for a good cause is...

- Kapur-kapur*
- Sirih-sirih



- c. Bunga-bunga
 - d. Pinang-pinang
 - e. Gambir-gambir
3. Gambir-gambir is one of the characteristics of the Malays which can be interpreted as...
- a. Patience, low self-esteem, and glorify others
 - b. Good descent
 - c. A clean heart in the face of something
 - d. Virtuous people
 - e. Expressing tenacity and strengthening of something
4. Islam – ethnicity – Malay – one – religion – various – which – one – has – by – art – which is – influenced. If the words above are arranged into a sentence, then the correct sentence is...
Answer: Malays are one of the tribes that have a variety of arts that are influenced by Islam
5. The majority of the Malay community are Muslim and are thick with their norms and customs, where young people who are not married are prohibited from touching because of that.
- a. The musical instruments used are gedang pakpong and arkodion
 - b. The makeup is simple and looks natural
 - c. His movements illustrate the politeness and gentleness of the Malay community
 - d. Wearing a cap on men's clothing
 - e. Using a handkerchief as a dance property
6. Based on the history and synopsis, dance Melayu Serampang Dua Belas tells how to introduce young Malays according to norms and customs. From this statement, it is known that the function of the Serampang Dua Belas dance is...
- a. As an entertainment dance
 - b. As a couple dance
 - c. As a traditional dance
 - d. As a social dance
 - e. As a dance performance
7. Based on the type, the Serampang Dua Belas dance is a social dance that is danced in pairs. The words "association" and "pairing" are included in the type of dance that can be seen from the point of view of...
- a. Cultivation function and pattern
 - b. Patterns and choreography
 - c. Functions and choreography
 - d. Working patterns and techniques
 - e. Choreography and technique
8. The picture above is part of the motion of the variety... which depicts...



- a. The 8th variety, describes binding and combining promises
- b. The 9th variety, describes the delivery of goodwill to both families
- c. The 10th variety, describes the process of betel nut
- d. The 11th variety, depicts the meeting of two families
- e. The 12th variety, describes the discovery of the two bride



9. Symbolic is a form of figure of speech that describes something by using symbols such as objects, animals, and plants. In the Serampang Dua Belas dance, the handkerchief becomes a symbolic property of the dance. The symbolic meaning of the handkerchief contained in the dance is...

- a. Friendship
- b. Peace
- c. Introduction
- d. Meeting
- e. Wedding

9. The following are the names of the clothes used by dancers in the Serampang Dua Belas 1) Teluk dancePots, 2) Buns, 3) Caps, 4) Songket, 5) Scarves. Which is part of the male dancer's clothing is...

- a. 1, 2, and 3
- b. 1, 2, and 4
- c. 1, 2, and 5
- d. 1, 3, and 4
- e. 1, 3, and 5

11. 1) Accordions and gongs are original Malay musical instruments
2) The musical instruments used are gongs, pakpong drums, accordion and violin
3) Accordions are played by plucking and drums being played by hitting
4) The violin is played by swiping
Choose the correct statement...

- a. 1 and 3
- b. 1 and 4
- c. 2 and 3
- d. 2 and 4
- e. 3 and 2

12. Arrange the names of the clothes worn by female dancers in the Serampang Dua Belas dance from the top to the bottom...

Answer: **Bunga Hias – Anting – Bros – Sapu Tangn – Baju Kekek – Selendang – Songket**

13. Following are the functions of Malay musical instruments as a rhythm regulator of songs that are combined from several musical instruments, both the main tempo, fast rhythm, slow rhythm, and double as well as a sign to start and end a dance.

- a. Percussion
- b. Pak pong drums
- c. Gong
- d. Arkodion
- e. Violin

14.





The correct name to complete numbers 1 and 2 in the picture above in the Serampang Dua Belas dance is...

- a. Fabrics and clothes
- b. Sarong and cake
- c. Songket and kekek clothes
- d. Men's cloth and brackets
- e. Waist cloth and brackets

15. Grand Hotel Medan is the place where the Serampang Dua Belas dance was first performed in the muziek en toneel vereeniging event on...

- a. April 19, 1938
- b. 09 August 1945
- c. 09 April 1938
- d. August 19, 1948
- e. April 19, 1958

16. There are several types of musical tempo in Malay dance, which of the following is the musical tempo of the Serampang Dua Belas dance...

- a. Tempo lagu dua
- b. Tempo quick step
- c. Tempo mak inang
- d. a and b are correct
- e. a and c are correct



17.

The picture above is part of the variety of movements that exist in the Serampang Dua Belas dance. The correct term for the motion in the picture above is...

- a. **Goncek**
- b. Lonjak
- c. Ayam patah
- d. Celatuk
- e. Mengayuh

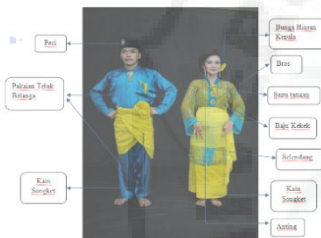
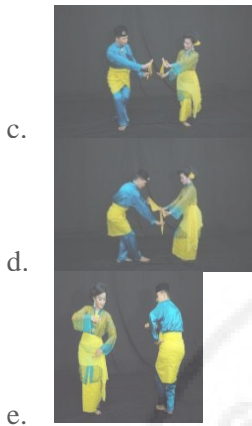
18. Below is the correct picture of the 4th variance part is..



a.



b.



The correct name for numbers 2, 6, 9 in the picture of the Serampang Dua Belas dance outfit above is...

- Peci – songket – bros
 - Teluk belanga – sapu tangan – songket**
 - Baju kekek – bros – songket
 - Teuk belanga – selendang – songket
- Baju kurung – sapu tangan – selendang

20. From the picture above, which is the correct final attitude in the Serampang Twelve dance...



- 1
- 2
- 3**
- 4
- 5



21. Watch the video clip below!

The proper naming of the motion term for the various pieces of the Serampang Twelve Dance in the video is...

- Serampang
- Ayam Patah**
- Melenggang
- Berkayuh
- Bersilang

22. Look at the video clip above!

There are several terms of stepping motion in the Serampang Twelve Dance. The correct motion term for the stepping motion in the video clip is...

- Langkah mundur
- Langkah celatuk
- Langkah goncek
- Melenggang
- Menitih batang**

23. Watch the video clip below! The video clip is part of the 5th variety of Serampang Dua Belas dance, the continuation of the movement right after the movement is...



a.
b.



c.



d.



e.

f.

24. Listen to the following pieces of music carefully. The Serampang Dua Belas music piece is a piece of music in a variety of...

- Variety to 4
- Variety to 5
- Variety 6
- Variety 7
- Variety to 8

25. The correct terms for the movement of the piece of music are... and are found in the variety of...

- Melonjak on the 9th variety
- Ayam patah in the 4th variety
- Menitih batang in the 2nd variety
- Langkah silang in the 12th variety



e. Goncek on the 6th variety

3. Preparation of Evaluation Materials

The completed evaluation design is then compiled in the quizizz application with two stages, namely the account creation stage and the stage of entering questions into the quizizz application.

4. In-Application Evaluation Design Display

The evaluation design display that has been compiled into the quizizz application will have a slight difference in appearance if it is opened via a laptop/computer by opening it via a smartphone.

d. Design Validation

At the design validation stage, it is divided into two parts, namely material expert validation and media expert validation. At the material expert validation stage, it was found that the results of the assessment were 91.1% with a very feasible category and could be tested. Validation with media experts found the results of the assessment of 93.3% with a very feasible category and can be tested.

e. Design Revision

In accordance with the validation assessment that has been given by material expert validators and media experts, there are several sections, especially on the question grid and question items that must be improved. These improvements were made in order to get a better evaluation design result in accordance with the research topic that the author carried out.

CONCLUSION

The five stages of *HOTS*-based Serampang Dua Belas dance learning evaluation design in the form of a *Quizizz* application for Medan City High School Students in this study consisted of: (1) Potential problems, (2) Data collection, (3) Product design, (4) Design validation, (5) Design revision. At the material and media expert validation stage, the values obtained from the validator are as follows: (a) The material expert validation test gets a score of 91.1% with a very decent category, and (b) Media expert validation test gets a score of 93.3 with a very good category. worthy. There needs to be development for further research to see the success in using *HOTS*-based learning evaluation media in the form of this *quizizz* application. Further research can be done by implementing the application in conducting the learning evaluation process in the form of this *quizizz* application in schools in need.

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