

THE AUTHENTIC ASSESSMENT IN IMPLEMENTATION INDEPENDENT CURRICULUM AS BEST PRACTICE WORKSHOP QUIZZZ FOR TEACHERS AT ELEMENTARY SCHOOL

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Abstract

The problems after the COVID-19 pandemic regarding learning loss and gaps in teaching and learning activities carried out by teachers on students are related to technological adaptation, where teachers need to build learning communities in self-development. This research is motivated by self-development activities for educators, especially teachers, to build various learning communities with a common vision for student-centered learning. This study aims to describe the authentic assessment in the implementation of The Independent curriculum as a good practice in the form of a Quizizz workshop for elementary school teachers in the District Citeureup Bogor regency. The research method used is descriptive qualitative research, with a phenomenological approach. Phenomenological observed in this study in the form of activities sharing good practices Quizizz workshop as the implementation of an independent curriculum for elementary school teachers conducted face-to-face/offline in target schools. Data collection techniques are observation and interview. The source of data in this study came from primary data in the form of interviews and secondary data in the form of good practice documents from the Quizizz workshop. Based on the implementation of good practices that have been done, it can be concluded: 1) this activity has been able to improve teacher performance and understanding of the implementation of The Independent curriculum; 2) foster positive awareness and increase teacher knowledge of the skills to prepare authentic assessments assisted by the Quizizz application as an implementation of The Independent curriculum; 3) encourage teacher awareness in sharing good learning practices that build learning communities for elementary school teachers. The results showed that the Quizizz workshop can be a good practice to facilitate teachers in conducting authentic assessments.

Keywords: best practice workshop quizizz; authentic assessment; independent curriculum

Abstrak

Permasalahan yang terjadi pasca pandemi COVID-19 mengenai learning los and gap dalam kegiatan belajar mengajar yang dilakukan guru pada siswa berkaitan dengan adaptasi teknologi, dimana guru perlu membangun komunitas belajar dalam pengembangan diri. Penelitian ini dilatarbelakangi oleh kegiatan pengembangan diri bagi para pendidik khususnya guru membangun beragam komunitas belajar yang memiliki kesamaan visi ke depan untuk pembelajaran yang berpusat pada siswa. Penelitian ini bertujuan untuk mendeskripsikan penilaian autentik dalam Implementasi Kurikulum Merdeka sebagai praktik baik berupa workshop Quizizz bagi guru jenjang sekolah dasar di wilayah Kecamatan Citeureup Kabupaten Bogor. Metode penelitian yang digunakan adalah penelitian kualitatif deskriptif, dengan pendekatan feomenologis. Fenomenologis yang diamati pada penelitian ini berupa aktivitas kegiatan berbagi praktik baik workshop Quizizz sebagai Implementasi Kurikulum Merdeka bagi guru sekolah dasar yang dilakukan secara tatap muka/luring di sekolah sasaran. Teknik pengumpulan data adalah observasi dan wawancara. Sumber data dalam penelitian ini berasal dari data primer berupa hasil wawancara dan data sekunder berupa dokumen praktik baik workshop Quizizz. Berdasarkan pelaksanaan praktik baik yang telah dilakukan dapat disimpulkan: 1) kegiatan ini telah mampu meningkatkan kinerja dan pemahaman guru terhadap Implementasi Kurikulum Merdeka; 2) menumbuhkan kesadaran positif dan menambah pengetahuan guru terhadap keterampilan menyusun asesmen autentik berbantuan aplikasi Quizizz sebagai Implementasi Kurikulum Merdeka; 3) mendorong kesadaran guru dalam berbagi praktik baik pembelajaran yang membangun komunitas belajar bagi guru SD. Hasil penelitian menunjukkan bahwa workshop Quizizz dapat sebagai praktik baik memudahkan para guru dalam melakukan penilaian autentik.

Kata Kunci: praktik baik workshop quizizz; asesmen autentik; kurikulum merdeka

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Introduction

Education in the current era of globalization leads to 6C or 6K competencies, namely collaboration, communication, critical thinking, creativity, citizenship, and character (Anggraeni et al., 2022). Education takes place in the family, school, and community in building collaboration throughout education. The philosophy of Ki Hajar Dewantara is that the success of the quality of education can be realized if the synergy of education throughout includes elements of family, school, and society (Dewantara, 2019).

Reviewing the process of teaching and learning activities in elementary school can not be separated from the problems contained in the learning. The condition of low student learning outcomes in learning, passive students, lack of interest and motivation to learn, lack of attention, drowsiness, saturation, boredom, still do not understand the material because of the monotony with the dense load of material delivered by teachers, was aggravated again in 2020 the Covid-19 pandemic which impacted the absence of face-to-face between teachers and students during learning, making learning lag (learning loss) and learning inequality (learning gap) occur.

Analysis of problems in learning is supported by several previous relevant research studies, namely from Setiawati & Zuniati (2019) said that the fact that students tend to be considered as the same person, even though there are students who miss lessons because they do not get special attention about the difficulties faced. Students find it difficult to follow the activities during the learning process so it is difficult to understand the material provided by the teacher. Low student understanding of the material has an impact on low learning outcomes (Setiawati & Zuniati, 2019).

In line with the research above, it was also conveyed by research from Defita (2019), that there are several facts that cause low student participation in the learning process after the COVID-19 pandemic. Students feel saturated in learning, because teachers tend to only stick to textbooks (Defita, 2019). Syafii (2018), students are also less active in the learning process due to the lack of innovation in delivering subject matter that can build student motivation. Most students consider studying unimportant because in their daily lives during the COVID-19 pandemic, they have a lot of activities at home (Syafii, 2018). Many students are addicted to gadgets in their daily lives. There is also research from Huliatusunisa (2020) explaining that the initial conditions for Learning see students who get low learning outcomes scores and less than KKM values, lack of student interest in learning, and teachers have not found suitable learning techniques in classroom learning activities (Huliatusunisa, 2020).

Based on these problems, a solution is needed for teachers as a technology adaptation after the COVID-19 pandemic in improving the quality of classroom learning for students. Therefore, teachers build learning communities as a forum for self-development of teachers in improving learning. The Indonesian government in an effort to help teachers improve the quality of learning through curriculum changes. The quality of education can be reflected holistically integratively through the implementation of the curriculum. The curriculum in Indonesia is currently starting to transition from the implementation of the 2013 curriculum to The Independent curriculum. The transition has a positive impact and a new paradigm for human resources in schools, especially principals and teachers to develop themselves in the form of learning socialization activities, technical guidance, training, or workshops to share good practices for understanding the implementation of Independent curriculum (IKM).

The quality of education can be reflected holistically and integratively through the implementation of the curriculum. The curriculum in Indonesia is currently starting to transition from the implementation of the 2013 Curriculum to the Independent Curriculum. The transition has a positive impact and a new paradigm for human resources in schools, especially principals and teachers to develop themselves in the form of learning socialization activities, technical guidance, training, or workshops to share good practices for understanding the implementation of Independent Curriculum.

An Independent Curriculum is a curriculum with diverse learning that focuses on essential content so that learners have enough time to explore the concept and strengthen of competence (Faiz et al., 2022). The Independent Curriculum aims to develop character through the Pancasila student profile concept formulated from the goals of Indonesian national education by having 6 character dimensions, namely faith, fear of God Almighty and cooperation, global diversity, critical reasoning, creativity, and independence (Ulandari & Dwi, 2023).

In the implementation of the Independent Curriculum, an evaluation of learning is needed as an authentic assessment. Learning evaluation is an activity or method aimed at knowing whether or not the learning goals have been achieved and the learning process that has been carried out (Arikunto, 2019). Evaluation has a broader meaning than assessment because the evaluation process includes assessment. Assessment is a systematic and ongoing process or activity to collect information about the process and learning outcomes of learners in the cognitive, affective, and psychomotor spheres to make decisions based on certain consideration criteria (Alfiyah et al., 2023).

The assessment of the new paradigm in the Independent curriculum consists of, 1) assessment as learning, which is assessment as a reflection of the learning process; 2) assessment for learning, which is assessment as a learning improvement process; and 3) assessment of learning, which is assessment as an evaluation at the end of learning. assessment as learning and assessment for learning emphasize the formative form, while assessment of learning emphasizes the summative form (Vardell & Wong, 2019).

All three types of assessment are important in education because they can help educators to design learning programs that suit student needs, monitor student progress during learning, and evaluate student performance at the end of the learning period. In the era of digital learning technology of the 21st century today, in conducting authentic assessments, educators need innovative and interactive tools or media used for the implementation of assessments. Assessment media based on innovative and interactive digital technology one of which is the Quizizz application.

The existence of the Quizizz digital platform application is very related to self-development activities for educators, especially teachers to be literate in digital technology and build a variety of learning communities that have a common vision for student-centered learning. The learning community is a network for educators to collaborate, learn, and move together to improve the quality of education in Indonesia. Facilities in the learning community for educators are available on the Merdeka Mengajar (PMM) Platform. Kolaborasi Aksi Penggerak Komunitas (KAPAS) is one of the learning practitioner communities formed on the initiative and initial ideas of the driving teacher practitioners in Citeureup Bogor since 2021 to share real actions ranging from RTL activities (follow-up plans) to best practices for elementary school teachers in Bogor. This community activity program includes holding a "Quizizz Workshop as an implementation of an Independent Curriculum for elementary school teachers" through cooperation with the education office and stakeholders in Bogor.

Previous research from Udo (2021) explained that the Quizizz application is a web-based digital platform application online tool (e-learning) to create learning assessment question questions whose features are interactive quizzes, games, discussions, and polls (polling surveys) (Udo, 2021). In line with this, research from Chaudhary (2020) emphasizes that Quizizz can be used as a tool or medium that supports data collection and performance assessment of learners from the realm of knowledge (cognitive), attitude (affective) and skills (psychomotor) (Chaudhary et al., 2020). Based on previous research studies that the state of the art of these two studies examined about Quizizz, but the study has not discussed that Quizizz can be used as an authentic assessment of the good practices of the teacher learning community. Therefore, this is a novelty in this study.

The best practices carried out by the KAPAS community through the “Quizizz Workshop as an Independent Curriculum Implementation for Elementary School Teachers” program aims, among others: 1) improving teachers understanding of authentic assessment using the Quizizz application as an Independent Curriculum; 2) improving skills in writing best practice for elementary school teachers as an Independent Curriculum; 3) sharing good learning practices in building learning communities for elementary school teachers. The target of this best practice activity is elementary school teachers in Citeureup Bogor. This best practice activity was carried out in stages starting from 2021 to 2023 until now it is still ongoing through scanning various materials according to the analysis of learning needs from school to school in Citeureup Bogor. The hope that will be achieved through the sharing of good practices carried out by the KAPAS community on elementary school teachers in Citeureup Bogor can become agents of change for educators and educational institutions so that the learning community continues to grow to improve the quality of learning in various educational units.

Research Methods

The research method used is descriptive qualitative research, which is a research method that aims to describe a phenomenon according to what it is. The data collected did not consist of figures but descriptions of words derived from various sources such as observations, interview transcripts, field notes, personal documentation, and other documentation (Creswell, 2016). This study aims to describe the authentic assessment in implementing the Independent Curriculum as a best practice in the form of a Quizizz workshop for elementary school teachers in Citeureup Bogor.

The approach in this study phenomenological approach, which is an approach in qualitative research by observing phenomena based on natural experience from the perspective of participants. Phenomenological observed in this study in the form of activities sharing best practices Quizizz workshop as the implementation of an Independent Curriculum for elementary school teachers conducted face-to-face/offline in target schools. It is adapted to the conditions of the application of learning needs.

There is also an intervention of learning activities that support research activities in the form of workshops with brainstorming techniques and presentations related to Quizizz material content from speakers, discussions and questions and answers between speakers and participants as a workshop process, and the practice of making authentic Quizizz assessment works to produce workshop work products that can be simulated and presented by teachers as participants. The time of this research was carried out for a month, namely in June 2023. The duration of the workshop in a day is carried out for 2 hours of learning from 13.00 s.d 15.00 WIB. The target activity of the subject of informants in this study is the teachers of 63 public

and private elementary schools in Citeureup Bogor. The reGENCY of the activity was located at SDN Puspanegara 03 Citeureup Bogor.

Data collection techniques are observation and interview. The source of data in this study came from primary data in the form of interviews and secondary data in the form of good practice documents from the Quizizz workshop. In addition, the researchers also conducted documentation studies and literature studies related to supporting documents of research results. The source of data in this study came from primary data and secondary data. Research instruments were used in the form of observation sheets and interview guidelines. Data analysis techniques used in this study follow the interactive model of Miles & Huberman. This interactive Model according to Miles & Huberman in Sugiyono (2019) includes four stages as follows: 1) data collection; 2) data reduction; 3) data presentation; 4) conclusion drawing. The data analysis techniques can be seen in the figure below:

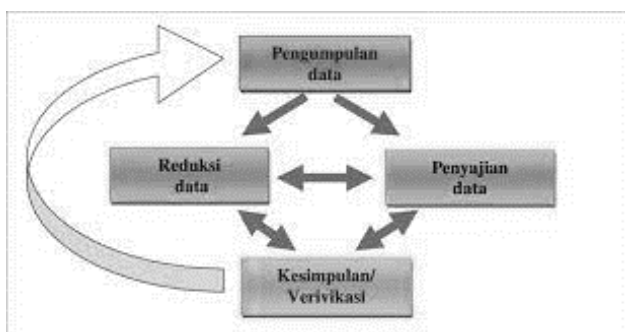


Figure 1. Qualitative Data Analysis Techniques

Source: Miles and Huberman interactive models (Sugiyono, 2019)

Explanation figure 1 is the first, data collection stage is the process of taking research data based on field notes and interview results. Second, data reduction is the process of simplifying data in the form of summaries, organizing or focusing the data that has been collected. Third, data presentation is the process of presenting data that has been reduced into a form that is easier to understand, for example in the form of a table. Fourth, conclusion/verification is to make a conclusion or implication based on the data that has been described in the research findings (Sugiyono, 2019b).

Results and Discussion

The implementation of this research was explained through the cotton best practice activities in the Quizizz workshop as an authentic assessment of the implementation of the Independent Curriculum for elementary school teachers in the Citeureup Bogor area which was carried out in four stages, including 1) preparation for the Quizizz best practice workshop; 2) learning activities; 3) closing; 4) evaluation and assessment. The description of this is in the following table:

Table 1. Stages of Best Practice Activities

Stages	Activities
Preparation of Best Practice Quizizz Workshop	a. Coordination and preparation of rundown activities b. Survey the location of the elementary school where the implementation c. Coordination of licensing with the principal target activities d. Take care of the necessary administration e. Prepare the necessary equipment and materials f. Preparing a place in elementary school in the form of Banner installation and classroom setting.

Learning activities	<ul style="list-style-type: none"> a. Observation by starting the opening of the workshop b. Content stage: speakers deliver workshop materials c. Process stage: discussion, question answer, and workshop practice d. Product stage: participants present product results e. Reflection: workshop participants fill out reflection journal sheets and convey the impression of the message following the workshop
Closing	<ul style="list-style-type: none"> a. Distribution of certificates of workshop activities b. Closing the activity by praying together
Evaluation	Conduct interviews on the subject of research informants

The results of research observations obtained observational data in the form of workshop activities that begin with the opening. The opening activity began with the opening at 13.00 WIB. The activity continued with atmosphere development through the delivery of learning objectives and class agreement discussions. The next activity is the division of groups of learning practitioners divided into 10 groups, consisting of 7 elementary schools and there are 6 elementary schools according to the target subject of the study with the data contained in the table below:

Table 2. Data Division of Target School Groups Activities

Group Division	Target Activity
Group 1	SDN Citeureup 02, SDN Citeureup 04, SDN Puspanegara 01, SDN Puspanegara 03, SDN Puspanegara 04, SDN Puspanegara 05, SDN Puspanegara 08.
Group 2	SDN Citeureup 03, SDN Puspasari 01, SDIT Azzahra, SDIT Ar-Riyadl, SDIT Al Ashr, SDN Puspanegara 02.
Group 3	SDN Hambalang 01, SDN Hambalang 02, SDN Hambalang 03, SDN Hambalang 04, SDN Tarikolot 02, SDN Tajur 05, SD Al-Taqwa College Indonesia.
Group 4	SDN Hambalang 05, SDN Leuwinutug 01, SDN Leuwinutug 02, SDN Leuwinutug 03, SDN Leuwinutug 05, SD Islam Arrohman.
Group 5	SDN Citeureup 01, SDN Citeureup 05, SDN Citeureup 07, SDN Tarikolot 01, SDN Tarikolot 03, SDN Tarikolot 04, SDN Puspanegara 07.
Group 6	SD Islam Plus Ar-Rasheed Indonesia, SDN Karang Asem Timur 01, SDN Karang Asem Timur 02, SDN Puspanegara 06, SDN Karang Asem Barat 03, SDI Karya Mukti, SDI El Akhyaar.
Group 7	SDN Dukuh, SDIT Al Utsmaniyah, SDN Gunungsari 01, SDN Gunungsari02, SDN Gunungsari 03, SDN Gunungsari 04.
Group 8	SDN Lanbau 01, SDN Lanbau 02, SDN Karang Asem 01, SDN Citeureup 06, SDN Muhara 01, SDN Muhara 02.
Group 9	SDN Tajur 01, SDN Tajur 02, SDN Tajur 03, SDN Tajur 04, SDN Tajur 06, SDN Tajur 07.
Group 10	SDN Sangkali, SDN Sukahati 01, SDN Sukahati 03, SDN Tarikokot 05, SDN Tarikolot 06, SDN Leuwinutug 04, SDN Sanja 01.

Learning activities in the implementation of the workshop are described as follows: Content stage, in this session delivered material exposure by resource persons with the subject matter: 1) Brainstorming the implementation of the Independent Curriculum; 2) Authentic Assessment Guide assisted by Quizizz application; 3) sharing best practice Quizizz problem products. Process stage, in this session participants in groups that had been divided at the time of opening were given the assignment to make learning assessment questions using the Quizizz

application. Product stage, in this session the workshop participants presented and tested each other the results of the quiz products made by the participants.



Figure 2. Workshop Activities

Learning activities after the workshop participants produce Quizizz products, followed by reflection by filling out a reflection journal and delivering impression messages from workshop participants. The closing activity was carried out by giving certificates to workshop participants and the workshop ended with a joint prayer as a closing. After the activity ended, the evaluation of Quizizz assessment was conducted by researchers by conducting interviews related to Quizizz. Interviews were conducted with 12 teachers as respondents to the subject of research informants from a total of 63 teachers.

The results of the interview with the subject of research informants can be presented as follows: Question 1: "What do you know about the Quizizz application?". The answer of Respondent 1: "Quizizz application is an interactive learning media in the digital age". Respondent 2: "Interactive media application that can be used to support learning assessment, especially learning in favor of students". Respondent 3: "An interactive quiz application that can be used in online/distance learning". Respondent 4: "Interactive Platform". Respondent 5: "Quizizz is a game-based application that can be used as a fun learning medium for students". Respondent 6: "Interactive online learning Media that has learning features, games, quizzes, and surveys". Respondent 7: "A fun learning app". Respondent 8: "Quizizz application is one of the online learning media that has many features such as games, quizzes, discussion forums, and teaching materials". Respondent 9: "An application that can be used to make assessments that can be used to evaluate learning". Respondent 10: "Learning apps through games". Respondent 11: "Game application that is used as a means of delivering material". Respondent 12: "Applications for learning activities are quite interesting."

Question 2: "Where do you know Quizizz app from?". The answer of Respondent 1: "Know and understand the Quizizz application from whatsapp group and follow the training". Respondent 2: "RTL movers teachers". Respondent 3: "in this workshop". Respondent 4: "PPG". Respondent 5: "Social Media". Respondent 6: "Join the training". Respondent 7: "Training with Quizizz Indonesia". Respondent 8: "Never attended training". Respondent 9: "From the training facilitator". Respondent 10: "From the internet and training". Respondent 11: "Learning training". Respondent 12: "From fellow teachers and the internet".

Question 3: "When was the last time you took advantage of the Quizizz app?". The answer of Respondent 1: "I took advantage of the last Quizizz app of 2023". Respondent 2: "A few days ago before the PAT schedule started". Respondent 3: "2 months ago". Respondent 4: "The Month Of May 2023". Respondent 5: "This month". Respondent 6: "The month of May". Respondent 7: "Last week when the theme assessment 9 Class 6".

Respondent 8: "A Week ago". Respondent 9: "Today is June 6, 3023". Respondent 10: "Last year". Respondent 11: "One month ago". Respondent 12: "It's been a while".

Question 4: "What experiences have you had in utilizing Quizizz as a learning assessment medium? Tell us briefly!". The answer of Respondent 1: "The experience I have applied in the use of Quizizz is as a medium of assessment and learning for students (games)". Respondent 2: "My experience has been using online and offline learning as assessment media". Respondent 3: "Making questions and teleportation, quizzes to students". Respondent 4: "I use Quizizz App in learning/evaluation, it turns out that Quizizz is very interested in students rather than having to be handwritten, they are more enthusiastic, so the value is as expected". Respondent 5: "Conducting a final summative assessment of sub-material. Respondent 6: "Experience using Quizizz for teaching material presentation and learning evaluation". Respondent 7: "Quizizz commonly used for daily assessment and quiz in learning". Respondent 8: "The use of Quiziz application students become more enthusiastic and happy to answer the questions". Respondent 9: "Making questions through the Quiziz application is like a game, and students are so enthusiastic so that the evaluation of learning assessments is more interesting by making assessments in Quiziz". Respondent 10: "Provide motivation to students in following the learning in an interesting and fun way". Respondent 11: "Students are more motivated to follow the learning and learning outcomes are improved". Respondent 12: "The assessment using Quizizz is more interesting for the child, and the assessment is also more efficient for the teacher".

Question 5: "What are the features of Quizizz that you use as assessment media in learning?". The answer of Respondent 1: "Multiple Choice". Respondent 2: "The features of Quizizz that I have used: quiz type, picture, video, ppt slide". Respondent 3: "Quizizz game features in the form of multiple choice questions from thematic and partial questions". Respondent 4: "Group, assignment, quis". Respondent 5: "Multiple choice, checkbox, fill". Respondent 6: "Features for presentations and quizzes". Respondent 7: "The feature in Quizizz allows teachers to create five types of questions. The types of questions are checkboxes, elections or surveys, essay questions, fill in the blanks, and multiple choice questions with alternative answers". Respondent 8: "Assessment feature that uses barcode system". Respondent 9: "Games and quizzes". Respondent 10: "Survey, multiple choice, checkbox, fill in the blank and essay". Respondent 11: "assessment with specific problem models". Respondent 12: "Multiple choice, and poll surveys".

Question 6: "Is Quizizz suitable or not suitable to be used as an assessment media in your classroom learning? Give me a reason why you think so!". The answer of Respondent 1: "Quizizz is suitable to be used as an assessment media in classroom learning because it is very simple and easy and enjoyed by students". Respondent 2: "I think it is appropriate and very helpful for teachers and students in the implementation of the students were enthusiastic in the process, joyful and enthusiastic". Respondent 3: "It is appropriate to be used as a medium of student learning". Respondent 4: "Appropriate because it is more fun, and interactive, but sometimes signal constraints". Response 5: "Very appropriate. Always updated with the needs of its users". Respondent 6: "Quizizz is very interesting, but not suitable if it is used as the only evaluation tool in the classroom. because at school we do not have adequate computer facilities and not all students have gadgets". Respondent 7: "It is appropriate, because it really helps teachers in work efficiency, especially in analyzing the assessment results". Respondent 8: "Already, because it makes children more enthusiastic". Respondent 9: "It is very suitable because it can build students interest and motivation to learn". Respondent 10: "It is appropriate because it makes students' interested in evaluating

Quizizz". Respondent 11: "Appropriate, the reason is that it provides ease in filling out the question". Respondent 12: "Already because it is by the material and can measure learning outcomes well. In addition, by increasing the value of student interest related to the assessment, this application can measure the cognitive realm of students, but because it is more interesting in the matter of the form of choice, in my opinion, is not enough to help students' efforts in preparing the assessment itself".

Question 7: "What are some of the benefits you get from Quizizz as an authentic assessment medium?". The answer of Respondent 1: "The benefits I get from Quizizz as a learning assessment media are more complete in presenting because they can directly come out the names of the students present and the percentage of value if the teacher is in a hurry, there are other tasks that can copy and paste the questions from the feature". Respondent 2: "The benefits, can save time and energy, can use the features of existing questions from the question archive, answer keys and even analysis, besides that teachers can create their own questions with the available features". Respondent 3: "Very helpful in the process of Recap value". Respondent 4: "Effective, fun, easy in calculating the score". Respondent 5: "It's easy to recap values and analyze them. Respondent 6: "The Benefits: 1. more students, 2. how to think fast, 3. evaluation of learning fun". Respondent 7: "Effective and efficient, very helpful for teachers 'work". Respondent 8: "Facilitate teachers in making questions and assessing the results of student answers". Respondent 9: "Making learning not boring, learning more interesting and students eager to follow it". Respondent 10: "Simplify assessment, facilitate data retrieval". Respondent 11: "It will be easier to make questions, more motivating for students to learn, and easier to rank assessments". Respondent 12: "Interesting, motivating students, efficient for teachers".

Question 8: "What kind of assessment do you apply in the use of Quizizz?". The answer of Respondent 1: "Multiple Choice". Respondent 2: "The form of assessment that I apply in the use of Quizizz is multiple choice, matchmaking, and stuffing". Respondent 3: "In the form of multiple choice, filling or description". Respondent 4: "Assignment and direct quis". Respondent 5: "Cognitive, Affective, Psychomotor". Respondent 6: "Multiple choice". Respondent 7: "The assessment was given in the form of multiple choice". Respondent 8: "More often in the form of multiple choice". Respondent 9: "Multiple choice and checkbox". Respondent 10: "The form of a daily test is in the form of double selection". Respondent 11: "Formative assessment". Respondent 12: "Diagnostic and formative assessment".

Question 9: "What is the process of assessment steps that you apply with the use of Quizizz?". The answer of Respondent 1: "The process of assessment steps that I apply with the use of Quizizz is to first login to the Quizizz application then create material that will be submitted to students then create a quiz according to the material, then copy and paste the link and share it to the class WhatsApp group". Respondent 2: "Enter the Quizizz game application, find the appropriate question source, copy the link, share the link in the teaching and Learning Community Group, and record the results when students finish working". Respondent 3: "Create question or teleport, share link, quis". Respondent 4: "Determining objectives, designing indicators, preparing assessments, processing assessments, preparing reports". Respondent 5: "Create a question indicator and just apply it to Quiziz". Respondent 6: "The assessment applied is a formative assessment". Respondent 7: "Determine the indicators to be made an assessment, determine the grid of questions, create questions manually or a quick way to directly search the Question Bank Quizizz, then select the most appropriate question". Respondent 8: "Quizizz with offline mode paper can be made by first I make 10 Questions, print barcode, share barcode to all students, all students answer every

question that comes up". Respondent 9: "Collect data, verify, process and analyze data, perform interpretation". Respondent 10: "By making an assessment in Quizizz and then providing a link to students to work on". Respondent 11: "Make questions, and share application links with students". Respondent 12: "This assessment is carried out after learning activities are carried out and occasionally carried out at the beginning of learning activities".

Question 10: "What support resources do you need in utilizing Quizizz as a learning assessment?". The answer of Respondent 1: "Supporting resources that I need in utilizing Quizizz as a learning assessment, laptop, credit/internet, cellphone". Respondent 2: "Tools, gadgets, HP or laptop, internet quota or wifi, paper and printer to print analysis/value". Respondent 3: "HP, internet signal, laptop". Respondent 4: "Matter of matter". Respondent 5: "Supporting: laptop, HP, projector, questions". Respondent 6: "Gadget or tablet/notebook facilities, because not all students have, so it must take turns unless the assessment is carried out at home, students can use their parents' gadgets." Respondent 7: "Projector, laptop, HP". Respondent 8: "HP and laptop". Respondent 9: "HP, laptop, and wifi internet signal". Respondent 10: "Strong internet signal and gadgets for students to use. Respondent 11: "Internet quota, network, and device". Respondent 12: "Human resources, learning devices such as mobile phones and laptops".

Question 11: "What are the obstacles and challenges for you in utilizing Quizizz?". The answer of Respondent 1: "The things that are obstacles and challenges for me in utilizing Quizizz are not all students hold cellphones because most cellphones still belong to parents who are brought to work". Respondent 2: "Sometimes there are students who are constrained by the network or there are those who do not have gadgets/devices". Respondent 3: "Signals and electronic devices not all students have no quota limitations". Respondent 4: "HP, Internet/Network Signal provides an understanding of Quizizz application". Respondent 5: "Students are restricted from using digital devices". Respondent 6: "Constraints or challenges: inadequate facilities". Respondent 7: "If the question is not in the form of multiple choice, you still have to correct and analyze the student's answer. If constantly wear also bored students use the application". Respondent 8: "Lack of projector learning media in schools". Respondent 9: "Some students do not all have HP, sometimes constrained network and lack of quota". Respondent 10: "Constrained by the internet network and some students do not have gadgets". Respondent 11: "Internet network not available, limited media tools". Respondent 12: "Will depend on the network, can not revise the answer, depending on the HP device used".

Question 12: "What are the impacts felt by the learners in your class in utilizing Quizizz as a learning assessment media?". The answer of Respondent 1: "The impact felt for the students in my class in the use of Quizizz as a learning assessment media is that students feel enthusiastic and happy because the quiz is in the form of a game". Respondent 2: "The impact is that students are happy, enthusiastic, and not saturated, questions and discussions are easily absorbed so that students tend to memorize the material and answers". Respondent 3: "Students' spirit, more enthusiastic, fun, effective". Respondent 4: "Enthusiastic about answering the question". Respondent 5: "The impact is that students are more enthusiastic and motivated to learn". Respondent 6: "Students are more interested". Respondent 7: "Students are more enthusiastic and enthusiastic". Respondent 8: "Learning is more fun". Respondent 9: "Makes learning more interesting and exciting because it will evaluate using Quizizz, making students more active". Respondent 10: "Make students spirit to solve the problem". Respondent 11: "Students are more motivated and look fun in following the

learning". Respondent 12: "Students usually become more happy and want to use the same thing in the next lesson".

Question 13: "What are some new experiences that you have gained in utilizing Quizizz as a learning assessment medium?". The answer of Respondent 1: "The new experience I get in utilizing Quizizz as a learning assessment media is more innovative and exciting". Respondent 2: "Can measure the level of students ' understanding of the material by looking at the results they get from the Quizizz game". Respondent 3: "Students are more enthusiastic when they know the value and can try again". Respondent 4: "In teaching and learning activities teachers must always keep up with the Times, one of them is the Quizizz application, the experience I experienced after using the Quizizz application made students more enthusiastic. Assessment is more effective and fun". Respondent 5: "Organizing a digital quiz, students do not have to use digital devices". Respondent 6: "New experience: can see how much fun the student when the answer is correct, can see the grading recap". Respondent 7: "The use of paper mode can be used as an alternative to diagnostic assessment that is interesting and awaited by students". Respondent 8: "There is a barcode system that makes students more enthusiastic". Respondent 9: "More proactive, interactive, and innovative". Respondent 10: "Getting to understand the use of Quizizz better and learn to continue to use features that have never been used". Respondent 11: "Getting to know the new way of assessment assessment". Respondent 12: "It can encourage students to be more enthusiastic in following learning, and make the assessment more interesting and more efficient".

Question 14: "What are your plans in utilizing Quizizz as a learning assessment media?". The answer of Respondent 1: "My next plan in utilizing Quizizz as a learning assessment media is to try new features". Respondent 2: "Will adopt as a best practice program in favor of students according to the elements of voice, choice, and ownership of students in the process of daily teaching and learning activities". Respondent 3: "Using Quizizz application in every theoretical subject matter assessment". Respondent 4: "Practicing the mystery quiz". Respondent 5: "Plan on using Quizizz paper mode". Respondent 6: "Modify the learning mode interspersed with videos, quizzes, surveys, and games so that students can be happy doing the assessment". Respondent 7: "Quizizz I will use for daily tests at school". Respondent 8: "Learn more about Quizizz, so you can use all the features in it". Respondent 9: "Continuing to use Quizizz to create learning assessments". Respondent 10: "Making more assessment assessments through the Quizizz app". Respondent 11: "Will use Quizizz app in every assessment". Respondent 12: "Further explore the latest features".

The exposure of the interview findings above can be interpreted based on the core of the respondents ' answers through the table below:

Table 3. Interpretation of Interview Results

Kategori	Core Answers Respondents
Question 1	Digital game applications in the form of authentic assessment media.
Question 2	Facebook instagram and youtube Quizizz socialized media.
Question 3	Quizizz utilization time in the form of weekly, monthly, or yearly.
Question 4	Experience in doing good praltik using Quizizz application
Question 5	Various features that are easy to use in Quizizz authentic assessment
Question 6	Suitability of Quizizz application as an authentic assessment media
Question 7	Benefits obtained in the use of Quizizz application as an assessment
Question 8	Frequently used assessment forms from Quizizz app features
Question 9	The steps taken by teachers in the use of Quizizz application

Question 10	Supporting resources required in the use of Quizizz application
Question 11	Teacher constraints or challenges in the application of Quizizz
Question 12	The impact felt for the students in the application of Quizizz application
Question 13	New experiences for students in authentic Quizizz assessments
Question 14	The next teacher's plan in the application of Quizizz as authentic asesmen.

The procedure for preparing assessments in learning to measure cognitive, affective, and psychomotor domains is carried out based on the following steps: 1) reviewing the KI-KD in the 2013 curriculum or CP-ATP in the independent curriculum; 2) designing learning plans; 3) determining the distribution or layout of problem types; 4) creating problem grids; 5) creating problem scripts assisted by Quizizz applications; 6) Creating answer keys and scoring or scoring weights; 7) conducting an assessment process; 8) analyzing student score results. The display on Quizizz application as follows:

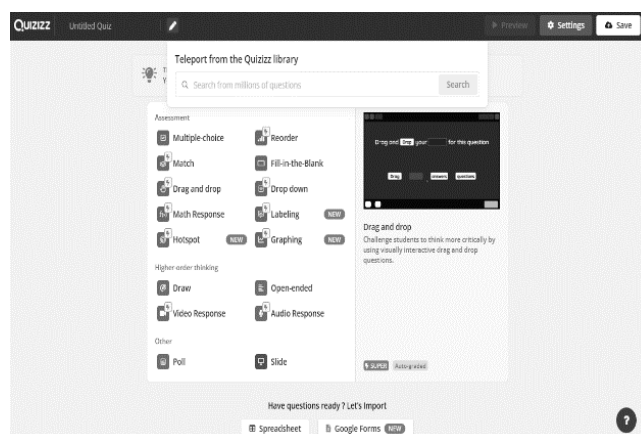


Figure 3. Quizizz App Product Display

Based on the description of the interview results above, it can be synthesized that the Quizizz application as a digital platform used to assist in the implementation of authentic learning assessments has interesting features and various types of questions that can be used to facilitate teachers as interactive media in conducting learning assessments. Features in Quizizz can be online with an internet-based network or with paper mode (papper mode) offline. This makes students more enthusiastic, thus implementing active learning, innovative, creative, effective, fun, joyful and weighty.

This is reinforced by Hurlock (2021), that primary school students are in the age range of 6-12 years. This age at this stage of development includes the following aspects: 1) Physical: students are ready to go to school, better motor movement, nerve muscles have also been formed, more active in sports activities, and are able to perform challenges; 2) Language: able to read easily and understand, able to converse with adults using the vocabulary they have, able to express ideas and thoughts, know the use of verbs and their forms, and understand if there are satirical words; 3) psychological: psychologically students are sociable, and enjoy interaction with their peers; 4) emotional: students have emotional maturity in learning, are better able to control feelings of joy, sadness, anger and independence (Hurlock, 2021).

Furthermore, through several ways of using Quizizz in authentic assessments, including: first, questions that represent authentic situations are in the form of question designs that reflect real situations in which learners must apply knowledge and skills in relevant contexts. Second, case-based questions-by asking learners to apply their knowledge and skills to analyze, interpret, or solve authentic cases or scenarios-help learners relate learning to real-world experiences.

By using Quizizz as part of a broader performance-based task or project, learners can work collaboratively on tasks where they have to use Quizizz as a tool to collect data or analyze results, which are then used as a basis for making decisions or making presentations. Fourth, the making of questions by students is to invite students to make Quizizz questions, their own that reflect the authentic context. This allows them to apply their knowledge and skills in a creative way, while also providing feedback and assessment from the learner's point of view.

Fifth, the selection of complex answers that is through multiple-choice questions, consider using other types of questions that allow learners to show a deeper understanding and applicative. For example, questions with short answers, sequence answers, or open-ended answers can encourage learners to think deeper and apply their knowledge authentically. Sixth, data analysis is by using Quizizz as a collection of data on the performance of learners, which can be used to analyze and evaluate their progress individually or collectively (Sipatokkong et al., 2022).

Conclusion

The findings of this study indicate that the implementation of cotton good practice activities in Quizizz Workshop as an authentic assessment in the implementation of The Independent curriculum for elementary school teachers in the Citeureup Bogor area contributes effectively and significantly to the self-development of teachers and students in the implementation of the implementation of The Independent curriculum. The participation of the learning community can provide inspiration for educators, so that based on the implementation of good practices that have been carried out, among others: 1) this activity has been able to improve teacher performance and understanding of the implementation of The Independent curriculum; 2) foster positive awareness and increase teacher knowledge of the skills to prepare authentic assessments assisted by the Quizizz application as an implementation of The Independent Curriculum; 3) encourage teacher awareness in sharing good learning practices that build learning communities for elementary school teachers.

The collaboration between education stakeholders provides an opportunity for teachers to share real actions of good practices that have been carried out in schools and motivate each other between one school and another, so that they can learn and share in the implementation of P5 projects that focus on student character have an impact on realizing student-centered learning. Based on this, the results showed that Quizizz workshop can be a good practice to facilitate teachers in conducting authentic assessments. It can be concluded that the Quizizz application as an authentic assessment media in the implementation of The Independent curriculum becomes a good practice for teachers in workshops in elementary schools in the Bogor Citeureup region. The results of the reflection of the messages and impressions, as well as interviews accommodated in this study can be given a recommendation that the contribution of the learning community should get more attention from policy makers so that the program of activities of the learning community can continue and develop for the development of human resources of teachers and students in the future better and optimal.

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