

A Needs Analysis of Evaluation Methods in Traditional Dance Learning for Junior High School Students Using Unjumble Activities

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ABSTRACT

This study aims to develop an innovative learning evaluation model through the use of an educational game called Unjumble in an online learning context. Preliminary observations and interviews indicated that the evaluation methods previously used were predominantly conventional and lacked student engagement. To address this issue, Unjumble was designed and implemented within a Project Based Learning (PjBL) framework, where students completed evaluation tasks as part of a structured learning project. The study involved 34 junior high school students at SMP N 1 Pengadegan and employed a descriptive quantitative approach. The effectiveness of Unjumble was examined in terms of efficiency and practicality, which were measured through task completion time, student performance scores, and questionnaire responses from students and teachers. The findings indicate that Unjumble can support more interactive and manageable online evaluation activities, although the results are limited by the small sample size and the absence of a control group. This study suggests that game based evaluation tools integrated with PjBL have potential to support the goals of the independent curriculum, particularly in promoting creative and engaging assessment practices, while acknowledging the need for further large scale and comparative studies.

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1. Introduction

Evaluation is a crucial component of the learning process because it provides information about students understanding, competency achievement, and learning progress. Needs analysis in evaluation is an important stage involving the collection of data and information used to analyze system requirements (Rahmawati and Lestari, n.d., p. 29). In the learning context, evaluation functions not only to measure student achievement but also to provide feedback for teachers, students, and educational institutions in improving learning quality. A well designed evaluation system can also motivate students to continuously improve their abilities (Nadya Putri Mtd et al., 2023, pp. 244 to 247).

However, in school practice, evaluation is often implemented in a conventional and monotonous manner. Many teachers focus primarily on teaching delivery and final scores, while overlooking essential evaluation principles such as objectivity, continuity, and meaningful feedback. Some teachers assume that as long as curriculum targets are achieved at the end of the semester, evaluation has been adequately conducted. This condition becomes increasingly problematic in the context of the Merdeka Curriculum, which emphasizes student centered learning, creativity, and innovation.

Evaluation has a different meaning from assessment and measurement. Evaluation is preceded by assessment, while assessment is preceded by measurement. Measurement refers to the activity of comparing observational results or information regarding the characteristics of an object. Therefore, assessment

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becomes a crucial process in determining learning evaluation outcomes (Izza et al., 2020, p. 11). A good assessment system encourages teachers to apply effective teaching strategies and motivates students to learn more optimally. Consequently, teachers are expected to continuously improve their professional competence, as they play a vital role in improving educational quality.

At the junior high school level, the learning process must cover cognitive, affective, and psychomotor aspects. Teachers are required to apply appropriate learning methods aligned with instructional objectives, including lectures, question and answer activities, assignments, and observation methods (Hayati and Lestari, 2022, p. 89). Learning quality can be observed from both the process and outcomes, where successful learning is characterized by active student involvement. Learning aims to change attitudes, develop skills, and increase knowledge across various fields of study (Rohayani et al., 2021, p. 1).

Dance education, as part of cultural arts learning, has unique characteristics that require specific evaluation approaches. Dance is a form of human expression that combines movement, rhythm, and meaning (Hamzah and Astuti, n.d., p. 209). Dance learning does not only involve mastering movements but also understanding cultural values, creativity, and aesthetic appreciation. At the junior high school level, dance education contributes to students academic and non academic development, including creativity, discipline, motor skills, aesthetic sensitivity, and character building. It also functions as a medium for cultural preservation by introducing students to local wisdom, history, and cultural identity.

Creative dance learning at SMP Negeri 1 Pengadegan consists of appreciation activities, such as understanding dance history, costumes, makeup, musical accompaniment, and properties, as well as creation activities, where students are guided to develop movements into simple dance performances. These learning characteristics demand evaluation models that are not only accurate but also engaging and capable of measuring cognitive understanding alongside creative and affective aspects.

Despite the importance of evaluation innovation, education in Indonesia is still considered to face challenges in achieving optimal quality due to limitations in adapting to scientific and technological developments (Maulansyah et al., 2023, p. 33). In the modern era, continuous development of human resources is necessary to remain competitive and relevant to societal progress (Mardhiyah et al., n.d., p. 32). Information and communication technology has significantly transformed the educational landscape and offers opportunities to improve the effectiveness and efficiency of learning and evaluation processes. Nevertheless, the utilization of technology in learning evaluation remains limited.

Conventional learning evaluation generally relies on paper based written tests. Based on observations conducted on 11 November 2024 at SMP Negeri 1 Pengadegan, evaluation of cultural arts learning, particularly traditional dance for Grade 9 students, was still conducted using conventional methods such as written tests, direct observation, and portfolio assessment. These methods tend to be subjective, less interactive, and less motivating for students. Technology based learning media had not been optimally utilized, even though the school has implemented the Merdeka Curriculum and encourages innovation in teaching and assessment (Interview with Mrs. Sri, 11 November 2024).

The development of smartphone based learning media offers opportunities to present evaluation activities in a more interactive and engaging manner. Game based applications can be accessed through smartphones, computers, laptops, and tablets. However, these technological advantages have not been fully utilized in learning activities, partly due to the dominance of one directional media that only provide material summaries and fixed learning paths (Pratama et al., 2019). Therefore, interactive evaluation media are needed to increase student engagement and understanding.

One potential solution is the use of game based online evaluation through Wordwall. Wordwall provides various interactive educational games, one of which is the Unjumble game. Unjumble allows students to actively arrange words or concepts in the correct order, encouraging cognitive engagement and active participation. From a theoretical perspective, this game aligns with constructivist learning principles and supports Project Based Learning by engaging students in task based activities. From a practical perspective, Unjumble is easy to access, flexible, and suitable for online or blended learning contexts.

Although game based evaluation has shown potential benefits, its application in dance learning evaluation at the junior high school level remains limited. Previous evaluation practices have not sufficiently addressed issues of interactivity, efficiency, and student motivation in cultural arts education. This gap indicates the need for an alternative evaluation model that aligns with the demands of creative learning in the Merdeka Curriculum. Therefore, this study aims to analyze the existing cultural arts learning evaluation model at SMP Negeri 1 Pengadegan and to implement an online game based evaluation model using Unjumble.

2. Method

This study, entitled Needs Analysis of Learning Evaluation in Traditional Dance for Junior High School Students Using an Unjumble Based Approach, employed a qualitative needs analysis design accompanied by a limited pilot trial. Although the study initially referred to the Research and Development (R&D) approach, the procedures conducted were limited to the preliminary stages of development, namely needs analysis and initial implementation. Therefore, this study does not represent a full R&D cycle involving product validation, large scale testing, and iterative revision.

Research and development is defined as a systematic process used to develop and validate educational products (Borg and Gall, 1989). In this framework, needs analysis constitutes the initial stage of R&D, aimed at identifying problems, contextual conditions, and user requirements prior to product development (Siregar, 2023, p. 143). Accordingly, this study was positioned at the exploratory phase, focusing on identifying evaluation needs in Cultural Arts learning and examining the feasibility of using an Unjumble based evaluation model.

A qualitative descriptive approach was selected to examine existing evaluation practices in traditional dance learning at SMP Negeri 1 Pengadegan. This approach was chosen because it allows for an in depth understanding of contextual conditions, teacher practices, and evaluation challenges based on empirical field data. A limited pilot trial of the Unjumble game was conducted to observe its practical applicability; however, this trial was exploratory in nature and not intended to measure effectiveness statistically.

Data were collected through observation, interviews, and documentation, which are appropriate techniques for qualitative needs analysis.

Observation was conducted during Cultural Arts learning activities. Observation is defined as a data collection method involving systematic observation and recording of phenomena relevant to the research focus (Mania, 2008, p. 221). The observation focused on learning evaluation practices, student engagement during traditional dance lessons, and classroom conditions, including the availability and use of digital devices. This observation was intended to assess the feasibility of implementing an online game based evaluation model.

Interviews were conducted using a semi structured interview protocol. The primary interview participant was Mrs. Sri, the Cultural Arts teacher at SMP Negeri 1 Pengadegan. She was selected as the key informant due to her direct responsibility for planning and conducting dance learning evaluation. The interview protocol included guiding questions related to:

- Evaluation methods currently used in traditional dance learning.
- Challenges faced in evaluating cognitive, affective, and psychomotor aspects.
- Teacher perceptions of technology based and game based evaluation.
- Readiness to implement evaluation aligned with the Merdeka Curriculum.
- Perceived advantages and constraints of using Wordwall and Unjumble.

Open ended questions were included to allow for elaboration and reflection. The study acknowledges that the use of a single interview participant limits data triangulation and represents a methodological limitation.

Student perspectives were obtained informally through classroom observation and spontaneous verbal responses during learning activities. Students were not interviewed using structured instruments or questionnaires. Their engagement, reactions, and participation during the pilot use of Unjumble were recorded descriptively. These data served as contextual support rather than systematic evidence, and this limitation is explicitly acknowledged.

Documentation was used to complement observation and interview data. Documentation involved collecting lesson plans, evaluation instruments, curriculum guidelines, photographs, and relevant school records (Waruwu, 2023). These documents were used to contextualize evaluation practices and support data triangulation.

Data analysis was conducted using qualitative descriptive analysis. Data from observation, interviews, and documentation were reduced, categorized, and interpreted to identify patterns related to evaluation needs, challenges, and opportunities for innovation. Triangulation of data sources and techniques was applied to enhance data credibility.

Quantitative analysis was limited to simple numerical descriptions, such as the number of students involved in the pilot trial and general task completion results. No inferential statistical analysis was conducted. Although validity and reliability are important components of full R&D studies, formal statistical testing of validity and reliability was not performed, as the instruments were not designed for large scale measurement. This represents a limitation of the study and aligns with its exploratory nature.

This study is limited by the use of a single teacher as the main interview participant, the absence of systematic student feedback instruments, and the lack of a full development and validation cycle. Therefore,

the findings are intended to inform future development and further experimental research rather than to establish definitive effectiveness claims.

3. Result and Discussion

SMP Negeri 1 Pengadegan is located in Pengadegan District, Purbalingga Regency, Central Java. Its strategic location and stable student enrollment make it a representative site for examining learning evaluation practices at the junior high school level. Cultural Arts learning at this school, particularly traditional dance for Grade 9 students, is implemented under the Merdeka Curriculum and emphasizes both appreciation and creative understanding.

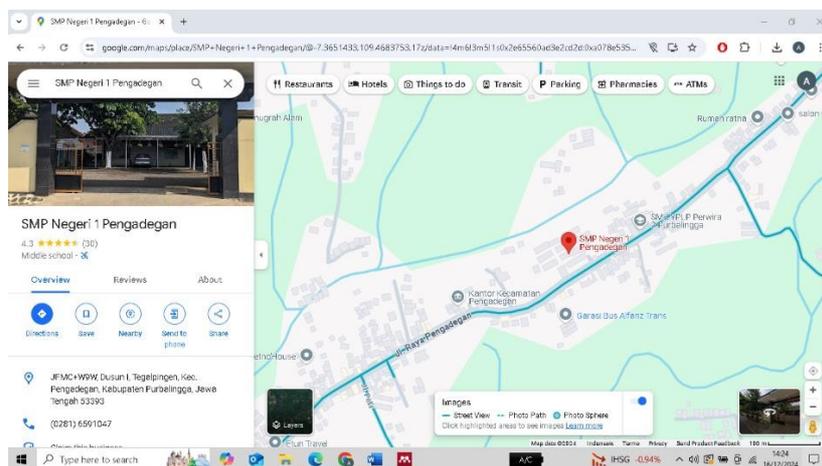


Figure 1 SMP N 1 Pengadegan' location

(<https://maps.app.goo.gl/xqxHz5xEGQia1MPd7>)

Learning evaluation is one of the primary concerns for teachers at SMP Negeri 1 Pengadegan in determining the extent to which students understand the material that has been taught. Through evaluation, teachers are able to design new instructional strategies, particularly when some students have not yet mastered the material. This practice is also applied in Cultural Arts learning, where teachers use appropriate evaluation methods at the end of each learning session. The evaluation process is conducted directly so that students can understand their level of knowledge and comprehension of the material they have studied.

Evaluation of Traditional Dance Learning at SMP Negeri 1 Pengadegan

Learning evaluation is a key concern for teachers at SMP Negeri 1 Pengadegan, as it functions to measure students understanding of learning material and to inform instructional improvement. In Cultural Arts learning, evaluation is conducted at the end of instructional sessions to assess students mastery of content. Evaluation in the learning process serves to assess the achievement of learning objectives and students competency attainment (Lestari and Mukti, 2021, p. 116).

Findings from classroom observation and documentation indicate that evaluation of traditional dance learning is still dominated by conventional methods. Teachers rely primarily on paper based assessments using questions taken directly from Cultural Arts textbooks. Students are instructed to write their answers on paper sheets, and scores are assigned based on answer correctness. While this method enables teachers to measure basic conceptual understanding, it tends to be less interactive and provides limited opportunities to assess creativity or student engagement.

Conventional evaluation methods are also prone to subjectivity, particularly in arts education, where creative interpretation and expressive understanding are essential components of learning. These findings support previous arguments that evaluation tools should be structured, objective, and aligned with learning objectives to ensure meaningful learning outcomes.

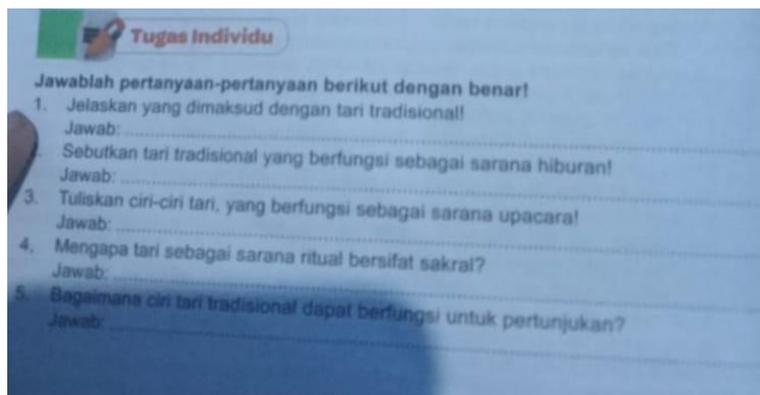


Figure 2 Cultural Arts Questions in the Textbook

(Source: Faizah (student) SMP N 1 Pengadegan)

Teachers are required to deliver instruction to students in engaging ways, including in learning evaluation activities. Learning evaluation is an inseparable component of successful teaching and learning processes; therefore, the development of evaluation practices is essential (Latifah and Letari, 2024, p. 162).

Needs Analysis

The continued reliance on paper based evaluation highlights a gap between curriculum demands and classroom practices. Alongside technological advancement and digitalization, evaluation models are expected to shift toward more interactive and flexible formats. Internet based evaluation offers potential advantages in terms of accessibility, efficiency, and student engagement.

Wordwall is an online application that allows teachers to design interactive learning and evaluation media, including quizzes, matching games, anagrams, and word scrambling activities. One of its strengths is ease of access through digital devices and the availability of multiple templates that can be adapted to different learning objectives. The Unjumble game, which requires students to arrange words or concepts into the correct order, was selected because it aligns with conceptual learning in dance theory, such as terminology, sequences, and definitions.

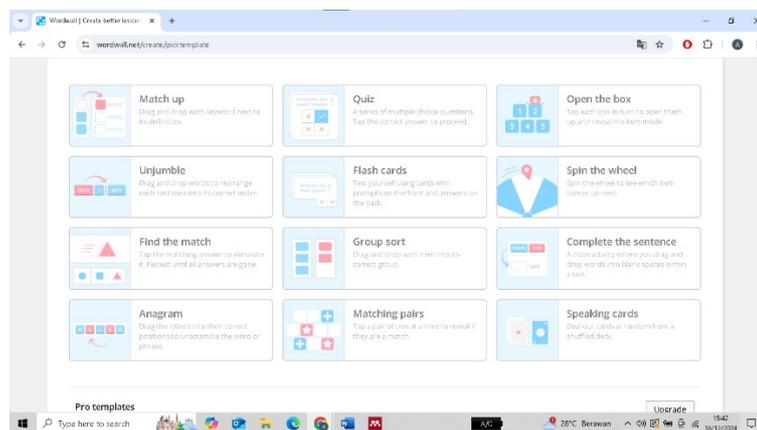


Figure 3 Template Options in the Wordwall Game

(Source: wordwall.net 30 November 2024)

The latest evaluation model based on an online game, namely the Wordwall Unjumble game, was tested online with the participation of 34 students. The trial results using the Wordwall Unjumble online game provided interesting insights into students' learning experiences. Each student shared a unique experience after trying the game. One student reported that the Wordwall Unjumble game was highly engaging, enjoyable, and not boring. The advantages of the Wordwall game include its ability to facilitate

more meaningful learning and ease of use for students, particularly lower grade students, with themes that can be adapted to different learning styles (Rahmawati and Lestari, n.d., p. 32).



Figure 4 Game Unjumble

(Source: wordwall.net 30 November 2024) <https://wordwall.net/play/80761/435/106>

Pilot Trial of the Unjumble Game

A limited pilot trial of the Wordwall Unjumble game was conducted with 34 students from Class IX C. The trial aimed to explore practical feasibility and student response rather than to measure effectiveness experimentally. Students accessed the game via a link distributed through WhatsApp after coordination with the Cultural Arts teacher.

Scoring in the Unjumble game was based on automatic system results generated by Wordwall. A perfect score indicated that all items were correctly arranged within the allotted time. Of the 34 students, 30 students, or 88.2 percent, achieved perfect scores, while 4 students, or 11.8 percent, did not. This percentage reflects task completion accuracy rather than learning gain or mastery improvement. Therefore, it should be interpreted as an indicator of task feasibility and student familiarity with the material, not as evidence of instructional effectiveness.

The comparison chart between conventional evaluation and Wordwall based evaluation presents the distribution of student scores. The vertical axis represents score percentages, while the horizontal axis represents the number of students achieving specific score ranges. Although differences were observed visually, no pre test and post test design or statistical analysis was conducted. Consequently, claims of effectiveness are not asserted in this study.

Student Engagement and Teacher Perceptions

Observation during the pilot trial showed higher student attention and participation when the Unjumble game was used. Students appeared more focused on the evaluation activity, responded actively to teacher prompts, and showed enthusiasm toward the game format. These engagement indicators were based on behavioral observation rather than standardized engagement instruments.

Interviews with the Cultural Arts teacher revealed positive perceptions of the Unjumble game. The teacher reported no prior experience using online games for evaluation but viewed Unjumble as an engaging and practical alternative to conventional methods. Ease of access, visual attractiveness, and immediate feedback were identified as key advantages (Interview with Mrs. Sri, 11 November 2024). These findings are consistent with Rahmawati and Lestari (n.d., p. 32), who note that game based learning media can support meaningful learning and accommodate diverse learning styles.

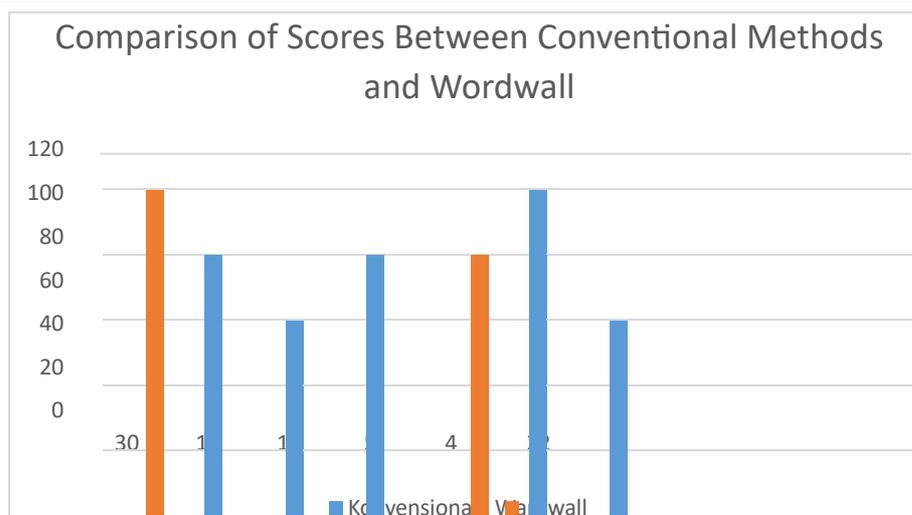


Figure 5 Comparison of Scores Between Conventional Methods and Wordwall

4. Conclusion

Evaluation activities play an essential role in the learning process, as they provide information about students understanding and help teachers identify learning challenges. Therefore, evaluation models must be carefully designed to ensure that assessment processes are meaningful and aligned with learning objectives. In the context of the Merdeka Curriculum, teachers are encouraged to adopt creative and innovative approaches that support student centered learning.

The results of the needs analysis conducted with Grade IX C students at SMP Negeri 1 Pengadegan indicate that the Wordwall platform, particularly the Unjumble game, is practically feasible and well received by both students and teachers as an alternative evaluation tool in Cultural Arts learning. The use of Unjumble supported higher student engagement during evaluation activities and provided teachers with a more interactive assessment option compared to conventional paper based methods. However, the findings of this study do not demonstrate causal effectiveness in improving learning outcomes.

Prior to the introduction of online game based evaluation, teachers relied on conventional paper based evaluation sheets. With the development of information and communication technology, teachers now have greater access to digital tools that can support learning evaluation. The use of technology based evaluation media reflects teacher creativity and innovation, which are central to the principles of the Merdeka Curriculum.

This study is limited to a qualitative needs analysis and a small scale pilot trial. Therefore, future research is recommended to conduct experimental or quasi experimental studies with pre test and post test designs, validated instruments, and larger participant groups to examine the effectiveness of Unjumble based evaluation more rigorously. Further studies may also explore the integration of game based evaluation with psychomotor and affective assessment in dance education.

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