



The Effectiveness of Using the Socrative Application on the Indonesian Language Learning Outcomes of Grade X Students at UPT SMA Negeri 4 Sidrap

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Abstrak

Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen semu (quasi experiment) dan desain Posttest Only Control Group Design. Populasi penelitian adalah seluruh siswa kelas X UPT SMA Negeri 4 Sidrap sebanyak 74 siswa, dan teknik pengambilan sampel menggunakan total sampling sehingga keseluruhan populasi dijadikan sampel. Instrumen penelitian berupa tes objektif pilihan ganda sebanyak 20 butir soal dan kusioner. Hasil penelitian menunjukkan bahwa rata-rata nilai posttest kelompok eksperimen yang menggunakan aplikasi Socrative adalah 84,72, sedangkan kelompok kontrol yang menggunakan tes konvensional memperoleh rata-rata 54,72. Dengan demikian, penggunaan aplikasi Socrative terbukti efektif dalam meningkatkan hasil belajar Bahasa Indonesia siswa kelas X UPT SMA Negeri 4 Sidrap. EFEKTIF

Kata Kunci: Efektivitas, Socrative, Media Evaluasi,

Abstract

This study employed a quantitative approach with a quasi-experimental method and a Posttest Only Control Group Design. The research population consisted of all 74 tenth-grade students of UPT SMA Negeri 4 Sidrap, and the sampling technique used was total sampling, thereby including the entire population as the sample. The research instruments were a 20-item multiple-choice objective test and a questionnaire. The results showed that the average posttest score of the experimental group using the Socrative application was 84.72, while the control group using conventional tests obtained an average score of 54.72. Thus, the use of the Socrative application proved effective in improving the Indonesian language learning outcomes of the tenth-grade students at UPT SMA Negeri 4 Sidrap.

Keywords: Effectiveness, Socrative, Evaluation Media

Introduction

Education plays a crucial role in shaping human development, as it is essentially a process of acquiring knowledge, skills, attitudes, and values needed to achieve personal and social goals. According to John Dewey, education is a process of intellectual and emotional growth that prepares individuals to interact with their environment, while Carter V. Good emphasizes the importance of education as the development of personal competencies and social behavior. In this sense, education is not limited to academic achievement but also to the cultivation of moral and social

values. One indicator of successful education is reflected in students' learning outcomes.

Learning outcomes demonstrate the extent to which students are able to comprehend, master, and apply the material taught during instruction. In the Indonesian language subject, learning outcomes are especially important since the subject not only develops cognitive skills but also essential communication skills. Therefore, appropriate evaluation strategies and media are needed to measure learning achievement accurately and to foster students' motivation in the learning process.

The significance of education is reinforced both legally and spiritually. The

Indonesian Law No. 11 of 2019 on the National Education System highlights education as a conscious and planned effort to create an atmosphere of learning that enables students to develop their potential. Spiritually, the Qur'an (QS. Al-Mujadila: 11) states that those who believe and acquire knowledge will be elevated in rank by Allah. This principle underscores that learning is not merely an academic duty but also a religious command, positioning education as a holistic process that nurtures intellectual, emotional, and spiritual growth.

Technological advancements have greatly influenced teaching and learning methods across educational levels, including senior high schools. Previous research confirms that integrating technology into learning increases student engagement and effectiveness (Wati, 2023). One innovation that has become increasingly popular is the use of digital applications for evaluation purposes, such as Socrative. This application offers quizzes and assessments that allow real-time feedback and systematic evaluation. Through such features, Socrative has the potential to improve students' learning outcomes by making assessment more interactive and meaningful (Rahmawati & Suryadi, 2023).

In the context of Indonesian language learning, where activities such as reading comprehension, essay writing, and text analysis require systematic assessment, conventional methods like lectures and written tests often fail to maintain student interest. As a result, students may demonstrate low motivation and poor academic performance (Haptanti et al., 2024). In contrast, digital platforms like Socrative provide immediate feedback, greater accuracy in evaluation, and flexibility for teachers in analyzing student progress (Ardiyansyah, 2020).

Socrative is designed to support interactive and efficient evaluation. With features such as multiple-choice, true/false, short-answer formats, and instant feedback, it allows teachers to measure students' learning outcomes quickly and accurately. The accessibility of this application via smartphones, tablets, and computers makes it practical in both online and face-to-face learning contexts. Furthermore, it encourages active participation and motivation among

students by providing engaging and real-time assessments (Nurmadi, 2017).

A preliminary observation conducted in grade X at UPT SMA Negeri 4 Sidrap revealed that teaching was still predominantly teacher-centered, relying heavily on lectures and textbooks. As a consequence, approximately 70% of students were passive during the lessons, showing low motivation and enthusiasm. Teachers also faced challenges such as limited time for preparing innovative evaluation tools and insufficient technological skills. These issues suggest the urgent need for digital assessment media like Socrative to improve the accuracy, speed, and attractiveness of learning evaluation.

Despite the growing adoption of digital assessment tools in several schools, studies on the effectiveness of Socrative in enhancing Indonesian language learning outcomes at the high school level, particularly at UPT SMA Negeri 4 Sidrap, are still limited. Therefore, this study seeks to investigate the effectiveness of using the Socrative application in improving students' learning outcomes in Indonesian language learning. The findings are expected to contribute both theoretically and practically to the use of digital assessment media in the Indonesian educational context.

Method

This study applied a quantitative research approach aimed at testing hypotheses derived from existing theories and concepts through the analysis of collected data. Quantitative research is deductive in nature, beginning with theoretical frameworks, expert opinions, and previous studies, and then moving toward the formulation of problems, solutions, and evidence-based validation. This approach was deemed appropriate for examining the effectiveness of the Socrative application as a digital evaluation tool in Indonesian language learning.

The type of research employed was a quasi-experimental design, specifically the Posttest Only Control Group Design. According to Creswell (2015), quasi-experiments involve the use of experimental and control groups without full

randomization of subjects. This design was selected because the classes involved in the study were already formed, making random assignment impossible. The design allowed for the comparison of outcomes between an experimental group that used Socrative and a control group that relied on conventional evaluation methods.

In this study, the independent variable was the use of the Socrative application, while the dependent variable was the students' learning outcomes in Indonesian language learning. The experimental group was given treatment by using Socrative for posttest evaluation, while the control group completed the same posttest using conventional paper-based methods. Both groups were only tested at the end of the lesson, without a pretest, to measure the effectiveness of the intervention more directly.

The population of the study consisted of all grade X students of UPT SMA Negeri 4 Sidrap, totaling 74 students. Since the population was relatively small (fewer than 100), the researcher used total sampling as the sampling technique. As a result, the entire population of 74 students, divided equally into two classes (X.A and X.B), was included as the sample. This ensured that the study captured a comprehensive overview of the target population without bias from selective sampling.

Data collection employed two primary instruments: tests and questionnaires. The test instrument consisted of a 20-item multiple-choice objective test designed to measure students' mastery of Indonesian language materials, particularly in reading comprehension and text analysis. The items were validated prior to administration to ensure content validity and reliability. The questionnaire was used to collect students' responses regarding their experiences and perceptions of using the Socrative application as an evaluation tool.

The data collection procedures began with the preparation of the instruments, followed by the implementation of the evaluation in both groups. In the experimental group, the posttest was delivered via the Socrative application, while in the control group, the same test was administered using conventional paper-based

methods. Students' answers from Socrative were automatically processed by the system, whereas those from the control group were manually scored by the researcher. The questionnaire was distributed after the posttest to capture student perceptions about the effectiveness and practicality of Socrative.

The collected data were then analyzed using statistical techniques. The scores obtained from both groups were converted into percentage values and classified into categories ranging from very poor to excellent. The primary statistical analysis used was the calculation of mean scores for both groups to determine the average learning outcomes. The difference between the mean scores of the experimental and control groups was used to assess the effectiveness of Socrative. Descriptive statistics, such as frequency distribution and percentages, were also used to present the results clearly.

In summary, the methodological framework of this study combined a quasi-experimental design, total sampling, validated test instruments, and structured questionnaires to examine the effectiveness of Socrative as a digital evaluation tool. By comparing the learning outcomes of students evaluated with Socrative and those assessed using conventional methods, the research aimed to provide empirical evidence regarding the potential of technology-based assessment tools to improve students' learning outcomes in Indonesian language learning.

Result and Discussion

The purpose of this study was to compare the effectiveness of evaluation using the Socrative application (experimental group) with conventional evaluation (control group) in Indonesian language learning. Data were obtained from posttest scores and questionnaire responses of 74 tenth-grade students of UPT SMA Negeri 4 Sidrap.

The results of the posttest showed a clear difference between the two groups. The experimental group, which used Socrative, obtained an average score of 84.72, while the control group, which used conventional paper-based tests, scored an average of 54.72. This significant gap indicated that the

students in the experimental group achieved better learning outcomes compared to their peers in the control group.

The distribution of scores also revealed differences in achievement categories. In the experimental group, the majority of students scored within the “very good” (86–100) and “good” (71–85) categories. In contrast, most students in the control group fell into the “fair” (56–70) and “poor” (40–55) categories. These findings suggest that the Socrative application contributed to raising the overall quality of students’ performance in Indonesian language learning.

A more detailed classification of learning outcomes showed that 21 students in the experimental group achieved scores in the “very good” category, while none of the students in the control group reached this level. Meanwhile, 16 students in the control group scored in the “poor” category, and 9 students were categorized as “very poor,” showing the limitations of conventional evaluation methods in motivating and supporting student achievement.

The statistical analysis of mean scores confirmed the effectiveness of Socrative. With an average score of 84.72, the experimental group demonstrated a higher level of mastery of the material compared to the control group, which averaged 54.72. This difference of 30 points indicates that digital assessment tools such as Socrative can have a substantial impact on students’ learning outcomes.

The results from the questionnaire further supported the quantitative findings. The majority of students (over 90%) responded positively, indicating that Socrative was easy to use, provided quick feedback, and made the evaluation process more engaging. Students also reported that the application helped them better understand the material and motivated them to perform well in the evaluation.

Overall, both test and questionnaire data strongly suggest that the Socrative application is more effective than traditional evaluation methods. Not only did it improve learning outcomes, but it also enhanced student motivation and participation in the evaluation process.

The table below presents a summary of the posttest results comparing the experimental and control groups:

Table 1. Comparison of Posttest Results in Experimental and Control Groups

Group		Highest Score	Lowest Score	Mean	Category
Experimental	37	100	65	84.72	Very Good–Good
Control	7	80	30	54.72	Fair–Poor

Discussion

The findings of this study confirm that the use of Socrative as a digital assessment tool significantly improves students’ learning outcomes in Indonesian language learning. The experimental group, which used Socrative, achieved higher posttest scores compared to the control group. This aligns with previous research suggesting that digital applications enhance student engagement, motivation, and overall academic performance (Rahmawati & Suryadi, 2023).

One key reason behind the improved outcomes is the real-time feedback provided by Socrative. Unlike conventional evaluations, where students must wait for their results, Socrative delivers immediate responses that help learners identify their strengths and weaknesses instantly. This quick feedback mechanism fosters self-reflection and motivates students to perform better.

Another contributing factor is the interactive nature of Socrative. Students perceive digital assessments as more engaging compared to traditional paper-based tests. This sense of interactivity reduces boredom and encourages active participation, which is crucial in enhancing cognitive engagement and knowledge retention in language learning.

The findings also highlight the limitations of conventional assessment methods. The control group’s lower performance reflects the lack of motivation and engagement often associated with paper-

based evaluations. The reliance on teacher-centered methods and delayed feedback may have discouraged students from actively participating in the learning process.

From the teacher's perspective, Socrative also offers practical advantages. It simplifies the process of scoring and analyzing student performance, saving time and effort. Teachers can quickly identify learning gaps and adjust their teaching strategies accordingly. This efficiency allows educators to focus more on instructional improvement rather than administrative tasks.

The positive student responses from the questionnaire further reinforce the value of Socrative. More than 90% of students expressed satisfaction with the application, noting its ease of use, engaging format, and quick result delivery. Such perceptions indicate that technology-based assessments can positively influence students' attitudes toward learning.

However, despite its benefits, Socrative also presents challenges. Its effectiveness relies on stable internet connectivity and adequate technological infrastructure. Teachers and students must also possess basic digital literacy to operate the application effectively. These factors need to be considered in future implementations to ensure consistent success across diverse educational contexts.

In conclusion, the discussion highlights that integrating digital applications like Socrative into the evaluation process not only enhances students' academic performance but also transforms the learning experience into a more engaging and motivating activity. These findings support the notion that digital innovation in education is not merely supplementary but essential in fostering improved learning outcomes in the modern era.

Conclusion

This study concluded that the use of the Socrative application as a digital evaluation tool significantly improved students' Indonesian language learning outcomes compared to conventional

paper-based assessments. The experimental group, which used Socrative, achieved a higher average score (84.72) than the control group (54.72), demonstrating that Socrative is effective in enhancing students' academic achievement.

The effectiveness of Socrative lies in its interactive features, real-time feedback, and user-friendly design, which make the evaluation process more engaging and motivating for students. In addition to improving scores, the application encouraged greater student participation and reduced passivity in the classroom. Teachers also benefited from the practicality of instant scoring and analysis, which helped them reflect on and adjust their teaching strategies.

Overall, the findings suggest that integrating Socrative into classroom evaluation can serve as an effective alternative to traditional assessment methods. Beyond improving academic performance, it contributes to creating a more active, student-centered learning environment. Therefore, the use of Socrative is recommended for teachers and schools seeking to enhance both the effectiveness and efficiency of learning evaluation, particularly in Indonesian language instruction.

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