

Learning Assessment Instrument Based on the Gamilab Game in Social Studies Subjects at Mts

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ARTICLE INFO

Article history:

Received January 29, 2025

Accepted November 20, 2025

Available online January 25, 2026

Kata Kunci:

Instrumen Penilaian Pembelajaran;
Game Gamilab

Keywords:

Learning Assessment Instrumen;
Gamilab Game.



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ABSTRAK

Pelaksanaan penilaian pembelajaran dengan metode konvensional menyebabkan siswa menjadi jenuh dan kurang termotivasi. Hal ini perlu adanya inovasi baru dalam kegiatan penilaian pembelajaran, salah satunya dengan menggunakan Game Gamilab. Penelitian ini bertujuan untuk mengembangkan instrumen penilaian pembelajaran berbasis Game Gamilab pada mata pelajaran IPS di MTs. Jenis penelitian ini menggunakan jenis penelitian pengembangan dengan model ADDIE yang terdiri dari lima tahapan pengembangan yaitu analyze, design, development, implementation, dan evaluation. Subjek dalam penelitian ini merupakan siswa kelas VIII-B MTsN 7 Malang yang berjumlah 32 siswa. Instrumen penilaian pembelajaran yang dibuat dilakukan uji validasi isi dengan hasil valid dan reliabel serta memiliki tingkat kesukaran sedang dan daya beda soal yang sangat memuaskan. Hasil pengembangan produk divalidasi oleh validasi ahli evaluasi pembelajaran memperoleh hasil 95% dengan kategori sangat layak, validasi ahli materi memperoleh hasil 95% dengan kategori sangat layak, validasi ahli media memperoleh hasil 93% dengan kategori sangat layak, dan validasi guru mata pelajaran IPS memperoleh hasil 93% dengan kategori sangat layak. Sehingga dapat disimpulkan bahwa pengembangan produk pengembangan instrumen penilaian pembelajaran berbasis Game Gamilab sangat layak digunakan dalam kegiatan pembelajaran. Implikasi dari penelitian ini menunjukkan bahwa penggunaan Game Gamilab dalam pelaksanaan penilaian pembelajaran dapat meningkatkan motivasi belajar siswa, sehingga dapat mengurangi kejenuhan siswa dalam pelaksanaan penilaian pembelajaran di kelas.

ABSTRACT

Implementing learning assessments using conventional methods causes students to become bored and less motivated. This requires new innovations in learning assessment activities, one of which is using the Gamilab Game. This research aims to develop a learning assessment instrument based on the Gamilab Game in social studies subjects at MTs. This type of research uses a type of development research with the ADDIE model which consists of five development stages, namely analyze, design, development, implementation, and evaluation. The subjects in this research were 32 students in class VIII-B MTsN 7 Malang. The learning assessment instrument created was subjected to a content validation test with valid and reliable results and had a moderate level of difficulty and very satisfactory question differentiation. The results of product development were validated by learning evaluation expert validation which obtained a result of 95% in the very feasible category, material expert validation obtained a result of 95% in the very feasible category, media expert validation obtained a result of 93% in the very feasible category, and social studies subject teacher validation obtained a result of 93% in the very feasible category. So it can be concluded that the development of Gamilab Game-based learning assessment instrument product development is very suitable for use in learning activities. The implications of this research show that the use of the Gamilab Game in implementing learning assessments can increase student learning motivation, thereby reducing student boredom in implementing learning assessments in class.

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1. INTRODUCTION

The use of technology in the world of education is no longer extraordinary but has become a common practice that should be implemented (Dwijayanti et al., 2022; Zahwa & Syafi'i, 2022). Information and Communication Technology (ICT) contributes significantly to the development of learning media and materials. Furthermore, technological advancements drive innovation in the implementation of learning assessments. Learning assessment is a crucial element used to measure the effectiveness of teaching and to understand how well students comprehend the material taught (Lestari & Ulfa, 2022; Novitasari, 2021). Assessment is applied across all subjects taught at all levels of education, including the Social Studies (IPS) subject. Social Studies (IPS) is an interdisciplinary approach that integrates various social sciences to study a series of events, concepts, and generalizations related to social issues (Jira, 2019; Lase & Ndruru, 2022). The implementation of Social Studies (IPS) learning consists of three components: planning, implementing, and evaluating (Setyosari, 2014; Wahidin, 2021). The implementation of Social Studies (IPS) learning has undergone changes to adapt to the increasingly complex demands of the world, one of which is the use of learning media in the assessment process. The use of educational media in learning assessment activities is a priority that must be addressed. Currently, learning assessments are still frequently conducted using conventional methods, namely paper-based tests, which tend to make students less interested, less motivated, and lazy, leading to boredom, disengagement, and cheating when answering questions (Eko Putro et al., 2021; Suseno, 2021). Furthermore, the implementation of conventional learning assessment is considered less effective for teachers in the assessment process. Conventional learning assessment requires time to correct paper assessment sheets and incurs printing costs for the assessment sheets (Jayul & Irwanto, 2020; Sutrisno & Puspitasari, 2021).

Conventional learning assessment is still widely practiced at various levels of formal education, including at the State Islamic Junior High School (MTsN) 7 Malang. Based on observations conducted at MTsN 7 Malang, it was found that the learning assessments conducted at the school still use conventional methods, which cause students to become bored and less motivated during the assessment process. Student boredom is evident when students work on assessment questions with little enthusiasm, appear drowsy, and some even cheat by copying from their peers. Additionally, from the teachers' perspective, conventional learning assessments are considered ineffective. This is because teachers must manually check answers, which requires significant effort and time. Therefore, teachers need an effective medium to support the implementation of student learning assessments. One approach that can be taken is to develop learning assessments based on the Gamilab platform. Gamilab is a web-based platform that allows users to create, share, and use games. This platform is used to facilitate the learning process in a way that is more enjoyable and engaging for students. Gamilab offers various types of games, such as Astro Doom, Snacky Cat, Color Quest, Puffy Ghost, Bike Game, King of Mountain, and Explore, all of which are designed to increase student engagement in the learning process. These games are easy to use and share with students because they can be accessed via various devices such as PCs, tablets, and smartphones. Gamilab games possess various engaging features that create a fun learning environment for students, effectively blending education with entertainment to boost student motivation and achieve learning objectives in an innovative way.

Studies on the use of games in the learning assessment process have been conducted by several researchers previously. First, a previous study stated that the development of a learning evaluation tool using the Quizizz application is suitable for use in Indonesian language instruction (Susila et al., 2024). Second, another study showed that the development of an educational game-based evaluation instrument is highly suitable for use in learning, with material validation results of 78%, media expert validation of 94.2%, large-group pilot testing of 90%, and small-group pilot testing of 84% (Purnamasari & Mahriza, 2023). Third, another study indicates that the development of the Wizer.me learning assessment application yielded highly feasible and practical results for implementing Social Studies (IPS) instruction at MTs Darussalam Aryojeding (Basrina et al., 2023). Based on the previous studies presented, it is evident that no research has yet been conducted regarding the development of Game Gamilab-based assessment instruments for Social Studies, particularly at MTsN 7 Malang. The assessment instrument development conducted by the researcher is tailored to students' needs in the learning process. The development focuses solely on the creation of cognitive (knowledge-based) assessment instruments using the Game Gamilab platform. This study aims to develop a Gamilab-based learning assessment instrument for Social Studies at MTs.

2. METHOD

The type of research used in this study is research and development (R&D). Development research is a process used to create new products or improve the quality of existing products to test their

effectiveness (Okpatrioka, 2023). The research and development conducted involved developing a Gamilab-based learning assessment instrument, followed by the validation of the developed product. The development model used in this study is the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation (Sugiyono, 2016). The types of data used in this study are quantitative and qualitative data. Quantitative data are derived from expert validators' results and student responses. The instruments in this study consist of questionnaires, while qualitative data are derived from expert validators' suggestions and interviews. The questionnaires in this study consist of validation sheets and student response forms. The validation sheets were distributed to expert validators in learning evaluation, subject matter experts, and media experts. Meanwhile, the student response questionnaires were distributed to students serving as test subjects in the product development process.

During the data collection phase, the researcher used a questionnaire method to gather validation results from learning evaluation experts, subject matter experts, media experts, and student feedback. On Table 1, Table 2, and Table 3 are present the instrument frameworks used in this study.

Table 1. Instrument Outline for Validation by Learning Evaluation Experts and Content Experts

No	Indicator	Item Number	Number of Items
1	Content	1, 2, 3, 4, 5	5
2	Construction	6, 7, 8, 9, 10	5
3	Language Use	10, 11, 12, 13, 14, 15	5
Total			15

Table 2. Media Expert Validation Instrument Matrix

No	Indicator	Item Number	Number of Items
1	Maintainable (The game is easy to manage)	1, 2, 3	3
2	Usable (The game is easy to use and simple to operate)	4, 5, 6	3
3	Compatibility (The game can be installed and run on various hardware and software)	7, 8, 9	3
4	Reusable (The game can be reused to develop educational materials)	10, 11, 12	3
Total			12

Table 3. Student Response Instrument Matrix

No	Indicator	Item Number	Number of Items
1	Test Instrument	1, 2, 3, 4	4
2	Game	5, 6, 7, 8	4
Total			8

The data analysis techniques used in this study consist of questionnaire validation and student response analysis. Questionnaire validation involved experts in learning evaluation, subject matter experts, media experts, and social studies teachers. Additionally, validation was conducted on the content of the learning assessment instrument, which included expert judgment validity testing, validity testing, reliability testing, difficulty testing, and item discrimination testing. Further analysis was conducted on the content validation of the learning assessment instrument, which consisted of expert judgment validity testing, validity testing, reliability testing, difficulty testing, and item discrimination testing. Expert judgment was used to determine the content validity of the instrument, as test or non-test instruments are considered accurate if experts believe that the instrument is capable of measuring the intended ability (An Nabil et al., 2022). The measurement validity of a test item is considered good if an Aiken index of ≥ 0.75 is obtained. The expert judgment in this study was obtained from the validation by learning evaluation experts, subject matter experts, and social studies teachers. The Aiken Measurement Index (V Index) was used to measure the experts' agreement.

3. RESULT AND DISCUSSION

Result

Questionnaire validation, comprising validation by learning assessment experts, content experts, media experts, and social studies teachers, was obtained from testing the product using a Likert scale. The results of the expert judgment test for each test item are presented in Table 4.

Table 4. Results of the Content Validity of the Expert Judgment Instrument

Item Number	Validity Level	Description
1	0.83	Highly Valid
2	0.83	Highly Valid
3	1	Very Valid
4	0.92	Highly Valid
5	0.75	Valid
6	0.92	Highly Valid
7	1	Very Valid
8	0.92	Highly Valid
9	0.83	Highly Valid
10	0.92	Highly Valid
11	0.83	Highly Valid
12	0.83	Highly Valid
13	0.92	Highly Valid
14	1	Highly Valid
15	0.75	Valid
16	0.67	Fairly Valid
17	0.92	Highly Valid
18	0.92	Highly Valid
19	0.83	Highly Valid
20	0.92	Highly Valid
21	0.92	Highly Valid
22	0.92	Highly Valid
23	0.92	Highly Valid
24	0.83	Highly Valid
25	0.92	Highly Valid

Table 4 shows the results of calculations using the Aiken Index, yielding an overall average value of 0.84, classified as highly valid. This indicates that the tested instrument possesses high content validity and is suitable for use in research activities. The next step in testing the content validity of the instrument was to test the validity of each item in the learning assessment instrument. The validity test was conducted using the criterion that if the calculated $r > r_{\text{table}}$, then the instrument is considered valid. Conversely, if the calculated $r < r_{\text{table}}$, then the instrument is considered invalid. The results of the validity test for the learning assessment instrument can be seen in Table 5.

Table 5. Results of the Learning Assessment Instrument Validity Test

Item Number	r_{count}	r_{table}	Description
1	0.484	0.349	Valid
2	0.385	0.349	Valid
3	0.548	0.349	Valid
4	0.519	0.349	Valid
5	0.434	0.349	Valid
6	0.754	0.349	Valid
7	0.401	0.349	Valid
8	0.539	0.349	Valid
9	0.572	0.349	Valid
10	0.565	0.349	Valid
11	0.474	0.349	Valid
12	0.599	0.349	Valid
13	0.373	0.349	Valid
14	0.502	0.349	Valid
15	0.403	0.349	Valid
16	0.596	0.349	Valid
17	0.512	0.349	Valid
18	0.807	0.349	Valid
19	0.448	0.349	Valid
20	0.465	0.349	Valid

Item Number	r_{count}	r_{table}	Description
21	0.397	0.349	Valid
22	0.474	0.349	Valid
23	0.373	0.349	Valid
24	0.371	0.349	Valid
25	0.606	0.349	Valid

Table 5 shows the results of the instrument validity test, indicating that the 25 items have a calculated r_{count} of 0.371 to 0.807 > r_{table} of 0.349; therefore, the learning assessment instrument is deemed valid and can be used in research activities. After conducting validity tests on each item of the learning assessment instrument, the instrument was then subjected to a reliability test using the criterion that if Cronbach's Alpha > 0.07, the instrument is considered reliable (Arikunto, 2012). The reliability test results in this study yielded a value of 0.878 > 0.07, so the learning assessment instrument is deemed reliable and can be used in research. The next content validity test is the difficulty level test. The difficulty level test is conducted to determine the level of difficulty and ease of each test item (Arifin., 2012). The criteria used to classify the difficulty of assessment instrument items are as follows: if the number of correct answers is small, the difficulty level is high; conversely, if the number of correct answers is large, the difficulty level is low. The difficulty levels for each item are presented in Table 6.

Table 6. Difficulty Level Test Results

Item Number	Difficulty Level	Description
1	0.44	Moderate
2	0.41	Moderate
3	0.50	Moderate
4	0.59	Moderate
5	0.47	Moderate
6	0.53	Moderate
7	0.63	Moderate
8	0.56	Moderate
9	0.53	Moderate
10	0.50	Moderate
11	0.44	Moderate
12	0.59	Moderate
13	0.41	Moderate
14	0.53	Moderate
15	0.44	Moderate
16	0.47	Moderate
17	0.53	Moderate
18	0.47	Moderate
19	0.56	Moderate
20	0.47	Moderate
21	0.56	Moderate
22	0.44	Moderate
23	0.41	Moderate
24	0.53	Moderate
25	0.75	Moderate

The results of the difficulty level test on the 25 items of the learning assessment instrument indicate that all questions fall within the moderate difficulty category. The difficulty level scores range from 0.41 to 0.75, which aligns with the moderate difficulty category. This indicates that the assessment instrument developed maintains a balanced level of difficulty. The final content validity test is the item discrimination test. The item discrimination test measures the ability to distinguish between students with high ability and those with low ability. The results of the discrimination test for each item are presented in Table 7.

Table 7. Item Discrimination Test Results

Item Number	Discrimination Level	Description
1	0.43	Very Satisfactory
2	0.30	Satisfactory

Item Number	Discrimination Level	Description
3	0.48	Very Satisfactory
4	0.38	Satisfactory
5	0.37	Satisfactory
6	0.71	Very Satisfactory
7	0.33	Satisfactory
8	0.48	Very Satisfactory
9	0.51	Very Satisfactory
10	0.42	Very Satisfactory
11	0.41	Very Satisfying
12	0.54	Very Satisfactory
13	0.31	Satisfactory
14	0.43	Very Satisfactory
15	0.34	Satisfactory
16	0.54	Very Satisfactory
17	0.45	Very Satisfactory
18	0.78	Very Satisfactory
19	0.38	Satisfactory
20	0.40	Very Satisfactory
21	0.34	Satisfactory
22	0.40	Very Satisfactory
23	0.31	Satisfactory
24	0.30	Satisfactory
25	0.54	Very Satisfactory

Based on [Table 7](#), the results of the discrimination test on the 25 items in the learning assessment instrument indicate that most items have discrimination in the very satisfactory and satisfactory categories. Of the 25 items, 14 fall into the "very satisfactory" category with a discrimination index >0.40 , and 11 fall into the "satisfactory" category with a discrimination index of $0.30-0.39$. This indicates that, overall, the assessment instrument possesses good discrimination and is suitable for use. The results of the development research conducted produced a Gamilab Game-Based Learning Assessment Instrument consisting of 25 multiple-choice questions. The questions developed were aligned with student learning outcomes and presented in an engaging, Gamilab-based format for the "Diversity of Indonesian Society" curriculum in 8th grade, first semester. The development process utilized the ADDIE model, comprising five stages.

First, the analysis stage. In this stage, the researcher gathered information through observations and interviews with Social Studies teachers and students. The results of the observations and interviews indicated that teachers had not yet utilized technology-based media in the implementation of learning assessments in the classroom. Assessments were still conducted manually, with paper serving as the primary medium for students to complete their learning assessments. Conducting learning assessments using paper was deemed ineffective because teachers required a relatively long time to correct students' answers. Additionally, paper-based assessments tended to lead to students becoming lazy, cheating, and lacking motivation when working on assessment questions. The analysis results indicated the need for innovation in the form of developing media-based assessment instruments, one of which is the use of the Gamilab game.

Second, the design phase. The design phase involves creating a development framework starting with (1) Selection of materials; material selection is based on the results of field needs analysis, specifically Theme 02: Diversity of Indonesian Society, which discusses the diversity of community economic activities and social mobility. (2) Development of the assessment instrument; the assessment instrument was developed in accordance with the selected learning materials. The initial step involved creating a question matrix comprising the formulation of learning materials, learning objectives, question indicators, and cognitive levels of the questions. This is followed by the creation of 25 multiple-choice questions along with answer keys. (3) Selection of *the* game theme; the game theme is tailored to the students' characteristics. The theme selected for this development study is the "bike game." A bike game is a type of game where players control a bicycle navigating through various obstacles along the road. While controlling the bicycle, students encounter obstacles containing questions provided by the teacher. (4) Development of data collection instruments: This involved creating a questionnaire to be administered to learning evaluation experts, content experts, media experts, and students, with ratings based on a 1–5 Likert scale (Strongly Agree–Strongly Disagree).

Third, the development stage. The development stage begins with the creation of learning assessment instruments, the development of the Gamilab game, expert validation, and product revision. The creation of learning assessment instruments starts with the development of a question matrix that includes the subject matter, learning objectives, indicators, and the cognitive level of the questions.

The test consists of 25 multiple-choice questions developed from the "Diversity of Indonesian Society" curriculum. The questions were designed to assess cognitive levels of comprehension (C2), application (C3), and analysis (C4). After the questions were finalized, the development of the Gamilab game began. The first step in creating the Gamilab game is to log in to the Gamilab platform. This is followed by selecting the game theme to be used in the learning assessment. The page display is shown in [Figure 1](#).

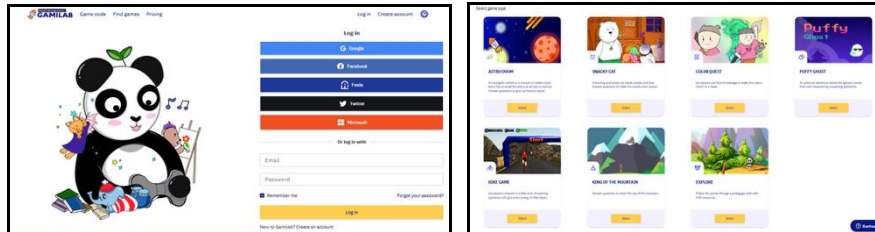


Figure 1. Login Page and Game Theme Selection

After logging in and selecting the game theme to be used, the next step is to enter the questions and answers into the game. Questions and answers are entered sequentially from number 1 to 25. Once all questions have been entered, they will appear in the game route to be played later. The game question display is shown in [Figure 2](#).

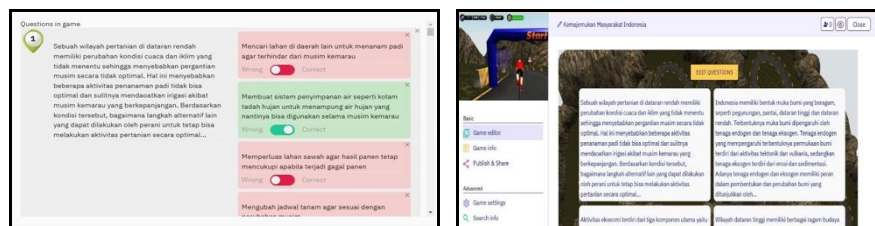


Figure 2. Game Question Display

The next step after entering the questions is to configure the game in the Settings and Publish & Share menus. In the Settings menu, you can configure the score display, the maximum and minimum number of players, and the game score ranking display. Meanwhile, in the Publish & Share menu, you can obtain the link and code for using the game. The final product display is shown in [Figure 3](#).

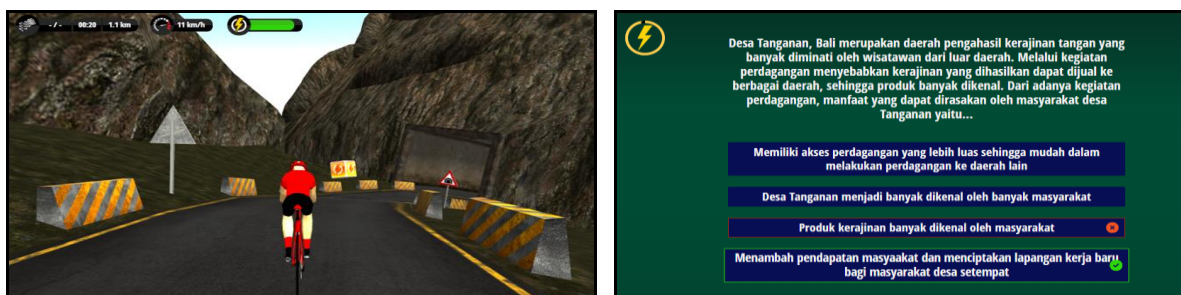


Figure 3. Display of the Final Product

After the development of the product is complete, the next step is to have the product validated by expert validators. Validation was conducted by three expert validators consisting of a learning evaluation expert, a content expert, and a media expert. The results of the expert validation can be seen in [Table 8](#).

Table 8. Expert Validation Results

No	Expert Validator	Result	Qualification	Recommendations
1	Expert Validation of Learning Assessment	95%	Highly Feasible	Worth piloting with revisions

No	Expert Validator	Result	Qualification	Recommendations
2	Expert Validation of Materials	95%	Highly Recommended	Worth testing with revisions
3	Media Expert Validation	93%	Highly Recommended	Worth testing with revisions
4	Social Studies Teacher	93%	Highly Recommended	Worth testing with revisions

Based on the percentage results in the table above, it is shown that the validation results for the development of the *Gamilab* game-based learning assessment instrument are as follows: (1) The validation results from the learning evaluation experts yielded 95% with the "highly suitable" category, (2) The validation results from the subject matter experts yielded 95% with the "highly suitable" category, (3) The validation results from the media expert yielded 93% with the "highly suitable" category, and (4) the validation results from the social studies teachers yielded 93% with the "highly suitable" category. Therefore, it can be concluded that the *Gamilab* game-based learning assessment instrument is suitable for use in learning activities. However, the expert validators provided several suggestions for revising the instrument. The suggestions and revisions to the product can be seen in [Table 9](#).

Table 9. Suggestions and Product Revisions

No	Expert Validator	Suggestion	Revision
1	Expert Validation of Learning Assessment	Pay closer attention to the context of the questions and answers provided.	Modify some of the questions by changing the context of the questions and answers to make them more relevant.
2	Content Expert Validation	Revise some of the question sentences to make them clearer and easier to understand.	Revised the wording of the questions for several items to make them clearer and easier to understand.
3	Media Expert Validation	You might consider using the premium version to access a wider variety of game themes.	Use the available game themes more creatively.
4	Social Studies Teacher	Question sentences should not consist entirely of long sentences.	Revise the test questions without altering the intended meaning of the questions.

Fourth, the implementation stage. The implementation stage is carried out after undergoing validation by learning evaluation experts, subject matter experts, and media experts. The researcher conducted a pilot test of the *Gamilab game-based* learning assessment instrument on November 19, 2024. The pilot test was conducted with students in Class VIII-B at MTsN 7 Malang. Students could access the developed product via a *link* using PCs, tablets, and smartphones. The implementation phase involved applying the developed product during classroom instruction. Student feedback on the developed product was also collected during this phase. The results of the student feedback are shown in [Table 10](#).

Table 10. Student Feedback Results

No	Aspect	Statement	Result	Qualification
1	Test Instrument	The language used is easy to understand	86%	Highly Appropriate
		Questions align with the material taught	89%	Very Good
		Questions are presented with clear answers	84%	Satisfactory
		Questions are structured according to the time required	79%	Very suitable
2	Game	The game is easy to use	85%	Highly Recommended
		The process to start the game is simple and doesn't require many steps	90%	Highly Recommended
		The game can be played on various devices such as PCs, tablets, and smartphones	88%	Highly Recommended
		The game can be used by others anywhere and anytime	86%	Highly Recommended

Based on the student response table above, it can be seen that the developed assessment instrument and game received student ratings with an overall average of "highly recommended."

Therefore, it can be concluded that the Gamilab game-based learning assessment instrument is suitable for use in learning activities.

Fifth, the evaluation stage. During the evaluation stage, feedback and suggestions from students regarding the developed product were collected, which will be used to improve future versions of the product. The results of a descriptive analysis based on interviews with several students in class VIII-B indicate that the assessment instrument is effective and can enhance student motivation and interest in the learning assessment process. However, when implementing the assessment instrument, more time should be allocated to ensure students are not rushed while completing the tasks.

Discussion

The use of technology in education continues to evolve, particularly in the implementation of learning assessments. The learning assessment methods currently in use are considered ineffective because students tend to get bored and lack motivation when working on assessment questions (Cahyani et al., 2021; Handini & Mustofa, 2022). This is common across various educational levels, including at MTsN 7 Malang. Therefore, one approach that can be taken is to develop a Gamilab-based learning assessment. The development of the Gamilab-based learning assessment instrument in this study was carried out through five stages: analysis, design, development, implementation, and evaluation. These five development stages were carried out in accordance with established guidelines to produce a development product suitable for use in learning (Dias et al., 2021; Huda, 2019).

Before educational products are used in the classroom, they undergo expert validation by specialists in their respective fields. Validation is conducted for each item in the assessment instruments and games that have been developed. Validation consists of validation by educational evaluation experts, content experts, and media experts. Validation by learning evaluation experts is conducted to validate assessment instruments based on predetermined feasibility indicators; validation by content experts is used to assess the content within the assessment instruments based on predetermined indicators; and validation by media experts is conducted to assess the suitability of the media against media feasibility indicators (Fausih & Danang, 2015; Ulandari & Sudatha, 2022). The validation results from the learning evaluation experts yielded a score of 95% with the "highly suitable" category, the validation by subject matter experts yielded a score of 95% with the "highly suitable" category, and the validation by media experts yielded a score of 93% with the "highly suitable" category. Based on the research results, it was found that the Gamilab game-based assessment instrument development product received a "highly suitable" rating from learning evaluation experts, content experts, and media experts. Therefore, it can be concluded that the development product is suitable for use in the learning process.

These research findings align with previous studies, which indicated that the assessment instrument development product using Quizwhizzer was valid, practical, and effective for use in learning activities (Annisa et al., 2023). Another study was also conducted, showing that the developed learning evaluation media based on the Wordwall game is highly valid and very practical for use in learning activities (Resa & Nopiyad, 2022). Furthermore, another study found that the research produced a digital-based learning evaluation tool using the Educandy application, which yielded results suitable for use in learning (Purba & Dwi, 2023). A strength of this study is the development of a Gamilab-based assessment instrument, which creates a fun and efficient learning assessment environment because the assessment is conducted through a game. A limitation of this development study lies in the game platform used. This is because to access more engaging game themes or characters, users must subscribe to a premium plan on the platform. Consequently, users lack the freedom to select game themes or characters tailored to their specific needs.

The implications of this study indicate that the use of the Gamilab game in the implementation of learning assessments can enhance students' learning motivation, thereby reducing student boredom during learning assessments in the classroom. The results of this study contribute to the development of more interactive and enjoyable technology-based learning assessment methods and can serve as a reference for teachers in creating a more innovative learning environment. For future researchers, it is hoped that they can further expand and be more creative regarding the use of games in the implementation of learning assessments. Additionally, if future researchers are interested in using the Gamilab game as a learning medium, they should use the premium version to access more engaging game themes and characters. This ensures the game has a more appealing interface and aligns with students' needs in the classroom. Thus, this study can serve as a foundation for future researchers focused on improving the quality of digital assessment tools that are engaging, flexible, and tailored to students' needs.

4. CONCLUSION

During the analysis phase, the researcher collected information through observations and interviews with social studies teachers and students. The analysis results indicated the need for innovation in the form of developing media-based assessment instruments, one of which involves using the Gamilab Game. The design phase involved selecting content, developing the assessment instrument, choosing the game theme, and designing the data collection instrument. After the design phase was completed, the development phase followed. The development phase involved product development, starting with the creation of learning assessment instruments, the development of the Gamilab Game, expert validation, and product revisions. During the development phase, expert validation was conducted on the developed product. Once the product was finalized, the next phase was the implementation phase. During the implementation phase, the developed product was pilot-tested with students in Class VIII-B at MTsN 7 Malang. The results of the pilot test indicated that the product is suitable for use in learning, as evidenced by the students' responses to the product. The final stage of this development process is the evaluation phase. During the evaluation phase, feedback and suggestions from students regarding the product were collected, which will be used to improve future versions of the product.

5. REFERENCES

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