



Development of Nearpod-Based Learning Evaluation to Measure Students' Critical Thinking Skills in Retail Business Management Subjects (Case Study in Class XI of the Department of Online Business and Marketing SMKN 1 Jombang)

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Abstract. Critical thinking skills are important skills to have, especially for students. This research was carried out based on the limited evaluation instruments to measure digital-based critical thinking skills. The goal is to produce an evaluation instrument with the level of Higher Order Thinking Skills (HOTS) questions based on the Nearpod application that can measure critical thinking skills. The model used is research and development (R&D) with the ADDIE model which consists of analysis, design, development, implementation and evaluation stages. The place where the research was carried out in class XI BDP SMK Negeri Jombang, the types of data were qualitative and quantitative data. Data analysis in the form of percentages. The question instruments developed are multiple-choice questions with the HOTS level and case study essay questions. The validation results from material experts and assessors obtained a score with a level of effectiveness of "very valid" and feasible. The final result of the students' response regarding the development of critical thinking evaluation instruments obtained a score with the description "very easy to understand". The average score of students after working on the critical thinking evaluation questions has a score with the description "Good". Based on the validation of experts and student responses, Nearpod-based evaluation instruments to measure students' critical thinking skills are declared feasible to be used in the learning evaluation process.

Keywords: HOTS Question Instruments; Critical Thinking; Student Response.

1 Introduction

The development of an increasingly advanced transformation era is marked by the use of technology as the main driver of change in various lines of life. From business to education, digital transformation has enabled innovation and changed the way people work, learn, and interact. The ability to access information instantly, communicate globally, and use data in decision-making has led to a paradigm shift in the way we view the world. As digital technology advances, a connected and integrated future is

getting closer, providing hope for further human progress. In the current advancement of science and technology, students have different ways of learning and acquiring skills. The existence of the Industrial Revolution 5.0 can help students adapt to technological advances and make it easier for educators to work in educational institutions [1]. To be able to improve the quality of education in Indonesia, educators should be able to make good use of current technological advances, this is done to identify the opportunities and challenges of digital transformation [2]. In an era like today, digitalization occurs in various lines of life, in this case inevitably all humans must be ready to face all forms of change in the future.

The impact of technological advances is not only felt during the presentation of the material, but in the evaluation of learning activities the use of technology is also inseparable. Evaluation is very important considering that this activity is the ultimate stage of the teaching and learning process to find out the level of achievement of a learning goal. Assessment includes activities of collecting, analyzing, and interpreting data on learning mechanisms and student learning outcomes. It is carried out systematically and continuously to provide accurate information in determining a Decision [3]. To make learning assessments an impressive experience for learners, assessments must be done in a fun and fresh way. Conventional assessment methods with one direction can lead to material accumulation and lack of understanding. Therefore, it is necessary to use digital assessments that can help improve understanding by presenting attractive and interactive data [4]. Research shows that instructional support and peer support have a significant influence on academic satisfaction and academic achievement [5].

The ability that must be possessed by every individual in the midst of rapid digital transformation is the ability to think critically. Critical thinking is an important skill in the 21st century. In line with this [6], critical thinking is part of the higher-level thinking skills that students need to become a great next generation [7]. Critical thinking skills are a cognitive process in which students deliberately analyze the problems they face in order to find solutions to solve them [8]. Based on this, it can be ascertained that critical thinking skills are needed by students to excel in the current and even future global competition. Assessment tools that exist today often focus on measuring students' factual knowledge rather than their critical thinking. Therefore, training is needed to hone critical thinking skills. The concept of critical thinking is also one of the indicators of learning success, because it includes cognitive processes that allow students to get used to identifying, analyzing, and evaluating a problem [9]. The process of critical thinking is not an innate ability in individuals, but thinking skills need to be continuously honed, trained, and developed [10].

The implementation of learning evaluation at SMK Negeri 1 Jombang has collaborated with technology, but due to limitations one thing or another, the implementation of evaluation is often carried out conventionally. The questions developed in the evaluation activities were obtained from modules, LKS, and a collection of practice questions. Several question instruments encountered in the evaluation activity showed that they still used the level of question formulation in the cognitive field C1-C3 which means that they were at the level of low-level thinking (LOTS). Previous research suggests that tools in the form of critical thinking skills are still not widely used [11]. The limited application of questions with higher order thinking skills (HOTS) in learning

evaluation activities has an impact on graduates with less critical thinking skills at the level from elementary school to university [12]. Therefore, it is necessary to develop a HOTS-based assessment tool to help students hone their higher-level thinking skills where they are not only remembering and understanding a concept but also analyzing, solving, evaluating, and building a concept that can be understood and integrated in students' memories. In this context, individuals must not only collect data but also criticize various viewpoints, distinguish reasoned and unfounded arguments, and conclude with evidence-based logic [13].

Assessment activities that are fun and easy for students to understand can be seen based on the responses after the implementation of the assessment. Students' responses are reactions to the stimuli or influence given by teachers in learning activities [14]. Supported by research on student responses, it is very important for an educator to know because it is related to how the development during the learning process can take place so far [15]. By knowing the students' responses, it can be used as a basis for knowing the achievement of the knowledge obtained, if there is a wrong understanding, the teacher can immediately straighten out the students' understanding. Minimizing the likelihood that something unexpected will happen in the future. Moreover, rigorous assessment tools and rubrics can help teachers identify students' true abilities [16].

Nearpod is one of the web-based applications that has a variety of features that can be used in the teaching and learning process. The Nearpod application is very efficient to use because it does not need to be installed, thus saving storage space on students' smartphones [17]. This application can be accessed through students' laptops or smartphones with an adequate internet network, can be used online or offline according to learning needs. Nearpod-based assessments have complex features, assessment activities such as interactive quizzes, multiple-choice tests, memory tests, short-answer tests, and essays. Equipped with images in it (Minalti & Erita, 2021). This research aims to create a Nearpod-based learning evaluation development product to measure the critical thinking skills of grade XI students majoring in BDP SMK Negeri 1 Jombang. Please note that the first paragraph of a section or subsection is not indented. The first paragraphs that follows a table, figure, equation etc. does not have an indent, either.

2 Method

The method used in this study is research and development (R&D) research and development is the activity carried out to produce a product and measure its effectiveness [18]. So that when the product is applied, it has been tested and is suitable to be applied and can provide benefits in the world of education without any doubt. It uses a research adaptation that has been developed by Branch and is known as the ADDIE model. It covers 5 phases, namely analysis, design, development, implementation and evaluation. The choice of this model is based on the fact that it consists of several systematic sequences based on needs, problem-solving, and the nature of learning [19].

Research and development are carried out using several data collection methods, namely observation, notes, interviews and questionnaires. Based on the data collection method, the researcher obtained two types of data: quantitative data and qualitative

data. Quantitative data was obtained from the results of questionnaires filled out by material experts, assessment experts, and student responses. The data will then be re-processed using a formula and get the final result in the form of a percentage. Qualitative data is in the form of descriptive sentences based on data results from related research topics.

The results of the questionnaire obtained from expert validation are processed by the researcher by applying the following formula:

$$V.Ahli = TSe/TSh \times 100\%$$

Information:

V. Members = Validator

Tsh = Maximum Total Score

Tse = Total Score Obtained

Questionnaires obtained from students, to find out the responses obtained regarding the development of products that have been made. The following formula is used in processing the results of the questionnaire:

$$P = TSe/TSh \times 100\%$$

Information:

P = Student Response

Tsh = Maximum Total Score

Tse = Total Score Obtained

The processing of student score interpretation scores was made to find out the percentage of results from the grades obtained. The following formula is used to process student scores:

$$N = TSe/TSh \times 100\%$$

Information:

N = Student Grades

Tsh = Maximum Total Score

Tse = Total Score Obtained

Based on the results of the questionnaire processed using a formula, it produces data in the form of percentages. Furthermore, the results obtained are the basis for conducting an analysis based on the criteria that have been set previously. The analysis process is an important step in understanding the information contained in the questionnaire. Through this analysis, researchers can identify patterns or relationships between observed variables and draw the right conclusions to support decision-making. By conducting careful and in-depth analysis, it is possible to retrieve valuable information from the questionnaire data obtained as a basis for further improvement or development in relevant contexts.

The following criteria have been established by the researcher in the validation assessment of the experts and are outlined in the table below:

Table 1. Expert Assessment Criteria

No.	Criteria for Achievement of Values	Level of Effectiveness/ Validity	Information
1.	81,00%-100,00%	Very Valid	Can be used without repair
2.	61,00%-80,00%	Valid	Can be used with minor repairs
3.	41,00%-60,00%	Less Valid	Suggested use
4.	21,00%-40,00%	Invalid	Unusable

5.	00,00%-20,00%	Highly Invalid	Extremely unusable
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The results of the questionnaire regarding the response of students in the development of evaluation instruments to measure Nearpod-based critical thinking skills, there are several criteria that will be explained in the following table:

Table 2. Student Response Criteria

No.	Criteria for Achievement of Values	Information
1.	81,00%-100,00%	Very easy to understand
2.	61,00%-80,00%	Easy to understand
3.	41,00%-60,00%	Less easy to understand
4.	21,00%-40,00%	Not easy to understand
5.	00,00%-20,00%	Very not easy to understand,

The scores of students who have been obtained after working on Nearpod-based evaluation instruments to measure critical thinking skills have several criteria. The following is a description of the criteria set:

Table 3. Criteria for Student Score Interpestasis:

No.	Student Score Criteria	Information
1.	81,00-100,00	Excellent
2.	61,00-80,00	Good
3.	41,00-60,00	Enough
4.	21,00-40,00	Less
5.	00,00-20,00	Very Less

Furthermore, the results can be described according to the criteria that have been obtained, in this case the researcher describes descriptively according to the results of the research that has been obtained in the field.

3 Result and Discussion

3.1 Result

Nearpod-based evaluation instruments to measure critical thinking skills, have a series of stages that must be passed. The following is a description of the product development stage using the ADDIE model:

Analyse. Students have a high interest in the development of digital technology, so it is necessary to develop digital-based evaluations to measure students' enthusiasm. The limited number of questions with a high level of difficulty (*HOTS*) makes students not used to solving problems that require high-level thinking and analytical skills. Sales promotion documents are one of the important documents that students must master to

prepare carefully before carrying out practical work (PKL). In addition, the facilities at SMK Negeri 1 Jombang are very adequate with LCD Projectors in each class, and internet network access. So that it makes it easier for researchers to carry out further product development.

Design. The design of the evaluation instrument is carried out by making multiple-choice questions and essays with a HOTS level supported by visualization in the form of pictures to facilitate students' understanding. Each essay question contains a case study that must be solved. The features used in the Nearpod application are the quiz and open-ended question features. The researcher also made a validation instrument for assessment experts and material experts who have met the criteria. In addition, at this stage, the researcher also made a questionnaire intended for students to find out their response to the development of Nearpod-based evaluation instrument products to measure critical thinking skills.

Development. The design of the assessment instrument that has been created is realized into a real form through the Nearpod application. The following is a display of question instruments that have been developed through the Nearpod application and can be accessed via laptop/computer.

a. Initial View

In this initial view, students are required to fill in their identity, in the form of their full name and nickname. Furthermore, students can directly click "join lesson" to get started. Here's the initial look of the Nearpod app:

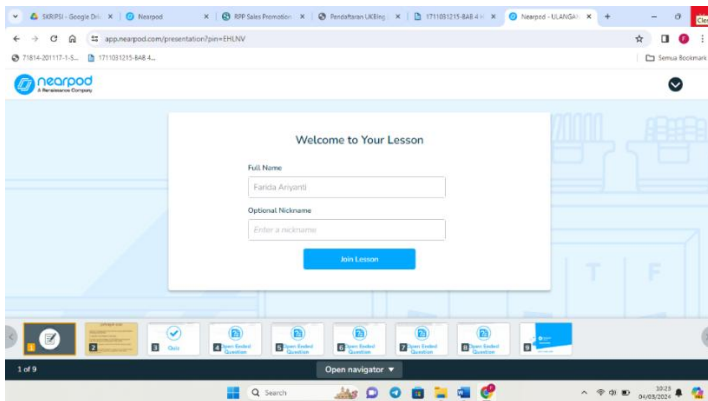


Fig. 1. Login Learners

b. Question Clues

On the next display, there is a question guide that can make it easier for students to complete the evaluation. In this question guide, there are several stages and information about the number of questions and the form of questions to be done.

The following is the display of the question instructions on the Nearpod application:

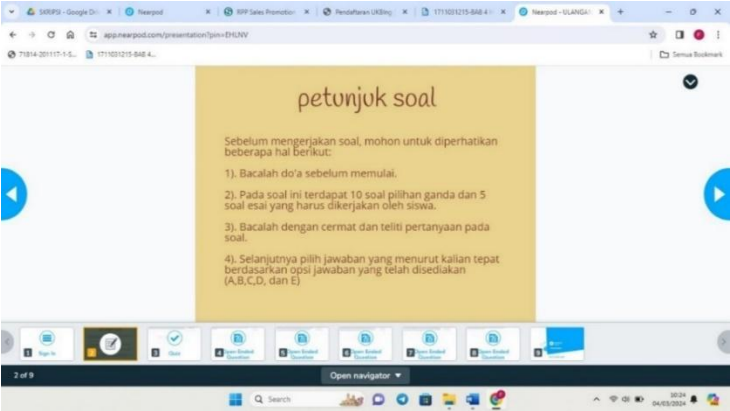


Fig. 2. Question Clues

c. Multiple Choice Quiz

The first type of question that students must answer is a test consisting of 10 multiple-choice questions with multiple choice answers (A, B, C, D and E). There is also a navigator picture and button. After finishing the work, students can press "next", and if they have finished to the final stage, students can press "submit". Here's what the quiz looks like on the Nearpod app:



Fig. 3. Question Display

d. Open-ended Question

After completing the multiple-choice quiz questions, students are then directed to spell questions in the form of open-ended questions. There are case studies and questions in each number that must be solved by students. After finishing, students can immediately press the "submit" button located in the lower right

corner. The following is the display of open-ended questions on the Nearpod application:

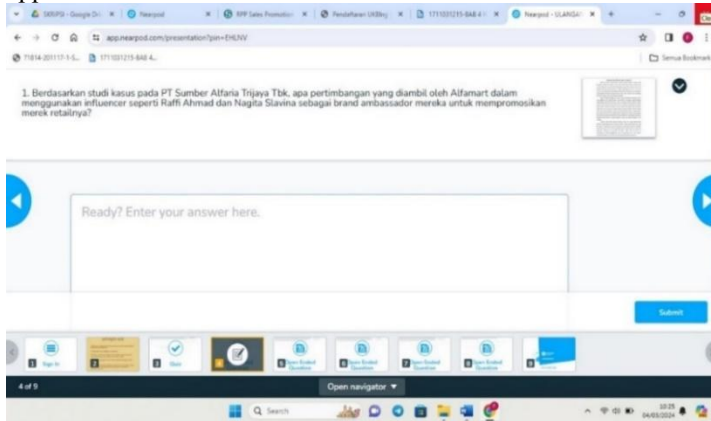


Fig. 4. Question Display Open Ended Question

e. Case Study on Questions

There are case studies regarding promotional activities in several retail outlets, students are expected to be able to analyze the problems that occur and find solutions to these problems. Here's what Case Studies look like on the Nearpod app:

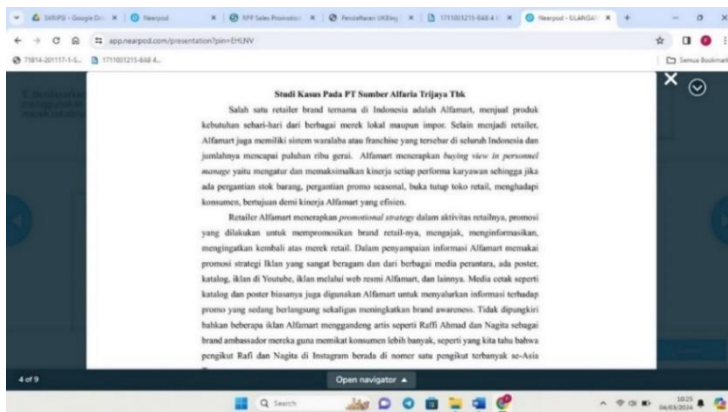


Fig. 5. Case Studies

f. Final View

After completing a series of evaluation activities, both multiple-choice quizzes and case study essay questions. So, the final display that will appear on the student's smartphone screen in the Nearpod application will look like the following image:

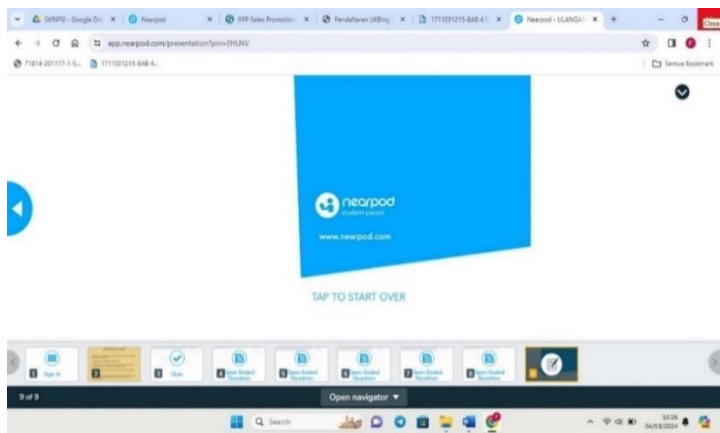


Fig. 6. Final View

Implementation. At this stage, it is carried out to test the feasibility of the evaluation instrument by the assessment validator and the material expert validator; after being declared feasible, it can enter the next stage. The trial stage of the Nearpod-based evaluation instrument to measure critical thinking skills through a small group test with 3 people and a field test with 28 students and students of class XI BDP.

Evaluation. At this stage, the results of feasibility tests from validation experts, both material experts and assessment experts will be re-analyzed. Some of the inputs obtained will be used by researchers as evaluation materials to get maximum product results. At every stage of the development of evaluation instruments, there is always an evaluation and revision stage as a form of improving the product that has been developed.

3.2 Research Results

The results of the validation of the development of Nearpod-based learning evaluation instruments to measure students' critical thinking skills at SMK Negeri 1 Jombang, Validation is carried out by material experts and assessments appointed by researchers and of course meet the criteria that have been set. The following quantitative data regarding the validation results will be displayed in the table as follows:

Table 4. Validation Results

No.	Validator	Percentage	Information
1.	Material Expert	90%	Very Valid
2.	Assessment Specialist	95,5%	Very Valid
	Average	92,7%	Very Valid

Based on the evaluation of the two experts above, the evaluation rate of material experts reaches 90% with information (very valid). The assessor obtained a score of 95.5% with information (very valid) and the average of the total number of assessments of the two experts obtained a percentage of 92.7% (very valid). Therefore, the development of Nearpod-based learning evaluation instrument products to measure students' critical thinking skills is valid and feasible to use. Here are the details of the expert validator assessment.

Material Expert Validation. Validation is carried out with material experts who are experts in retail business management materials. The questionnaire contains a statement regarding the alignment of the questions with the core competencies, indicators and objectives of the lesson, the suitability of the questions with the subject matter of retail business management and the curriculum, the correctness of the answer keys and the accuracy of the question instruments that can measure critical thinking skills. The other aspects contained in the questionnaire are regarding the aspect of presentation, in this aspect it contains the content of the question material developed whether it has met the criteria, the spelling and language used in the question instrument can be understood by students, the appropriateness of the sentence arrangement used, the use of letters in the question can be read clearly.

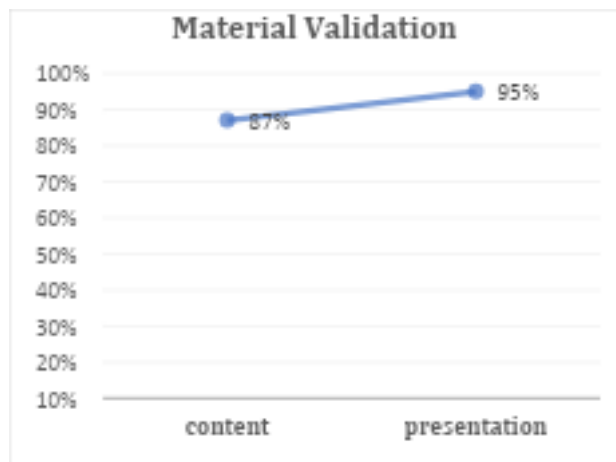


Fig. 7. Material Expert Validation

In the table, the score given by the material expert regarding the Nearpod-based assessment tool to measure critical thinking skills, in the content aspect has a total score of 87%. This proves that the development of evaluation instruments in general is in accordance with the statements that have been made, including regarding conformity with basic competencies, indicators, lesson objectives, curriculum and retail business management materials. For the aspect of self-presentation which includes appearance, use of language and sentence structure and letters has a value of 95%. Based on the

assessment from the validator of the material which includes the content and presentation of the Nearpod-based evaluation instrument to measure critical thinking ability, it is stated to be "Very Valid", for the next time this instrument is feasible and can be used in evaluation activities properly.

Validation of Assessment Experts. Validation of critical thinking evaluation instruments with assessment experts who are proficient in their fields. As before, validation is carried out with an assessment expert by evaluating the resulting critical thinking question instruments and filling out the questionnaire that has been provided. The questionnaire that was made contained statements about two main aspects, namely the material aspect and the construction aspect. Material aspects regarding the suitability of the question sheet with basic competencies, indicators and learning objectives, the suitability of the answer key with the developed question instrument and so on. For the construction aspect, it contains a statement about the criteria for the questions developed to have Higher Order Thinking Skills (HOTS) levels, case study questions can train students' analytical and problem-solving skills, the questions developed can measure critical thinking skills, match questions with answer sheets, the suitability of question items with students' abilities, the use of stimuli and deception on question items and the suitability of question instruments with the latest developments.

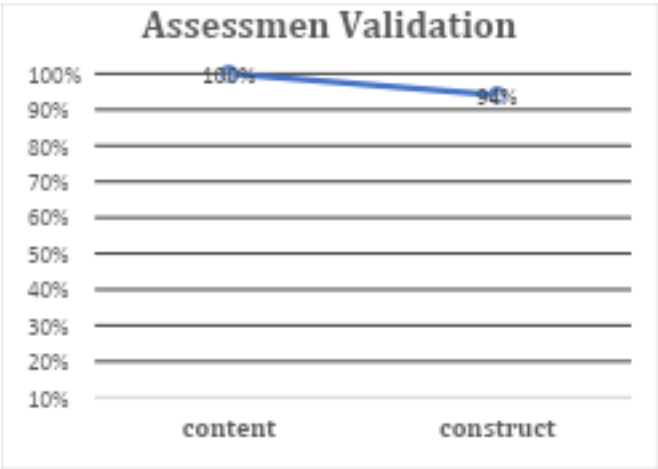


Fig. 8. Validation of Assessment Experts

Based on the table above, the values that have been given by the assessors regarding Nearpod-based assessment tool products to measure critical thinking skills, the content aspect has a total value of 100%. This proves that the development of critical thinking evaluation instruments based on content aspects regarding basic competencies, indicators and learning objectives, as well as answer keys from the developed question instruments is appropriate. For the construction aspect, namely regarding the criteria for questions with the level of Higher Order Thinking Skills (HOTS), case study questions can develop students' analysis and problem-solving skills, the questions developed can

measure critical thinking skills, match questions with answer sheets, the suitability of question items with students' abilities, the use of stimuli and deception in question items and the suitability of question instruments with the latest developments has a value of 94%. Thus, the assessment by the assessment expert validator regarding the quality of the content and the development structure of the Nearpod-based evaluation instrument to measure critical thinking ability was declared "Very Valid". For the future, the evaluation instruments that have been made can be used in the evaluation process.

Student Response. The result of a questionnaire distributed to 31 students of class XI BDP SMK Negeri 1 Jombang after doing the questions, in this questionnaire contains a statement about how the experiences or feelings felt by students after working on Nearpod-based evaluation instruments to measure critical thinking skills. The questionnaire developed contains several statements, namely regarding the clarity of the instructions or instructions of the questions, the language used in the questions, the choice of letters and writing techniques in the questions, the visualization of images in the questions that are appropriate and help students in understanding the questions, the time of work, the questions developed can test students' understanding. The questions that are worked on require high-level thinking skills such as the ability to analyze, solve problems and students can connect what they know to see and feel in daily life into answers. For another statement about the Nearpod application, namely about the enthusiasm of students and satisfaction with the use of the application in critical thinking evaluation activities. Overall, the total score obtained based on the student response questionnaire received a score of 82.6% and was included in the "Very Easy to Understand" criterion. Based on the responses of students that have been given, the Nearpod-based evaluation instrument to measure critical thinking skills is feasible to use because it has proven to be very easy to understand by students of class XI BDP SMK Negeri 1 Jombang.

Student Score Interpretation. Held in Class XI BDP at SMK Negeri 1 Jombang. Based on the small-scale and field trials, a total of 31 students obtained scores. 2,397 and an average score of 77.32. Based on the average score obtained, the score criteria obtained by students are categorized as "Good".

3.3 Product Revision

Some of the inputs and suggestions provided will be reconsidered and refined as needed. Input that has been provided by expert validators in product development, Nearpod-based evaluation tools to measure critical thinking skills to become even better. The following is an explanation of the discussion about product modifications before being tested will be explained below:

Table 5. Expert Advice and Revisions

No.	Validator	Suggestions and Inputs	Revision
1.	Material Expert	It is necessary to consider the amount and time of work, especially on case study questions, which takes a bit of time.	Add time to the timer in the Nearpod app.
2	Assessment Specialist	Please be able to fix it technically (writing, etc.)	Revise some of the words contained in the quiz and essay.
		Question sentences need to be corrected to keep them intact with the stimulus.	Revise the sentences on the quiz to keep them intact with the stimulus.
		Addition of questions on indicators 3.9.7 Analyzing Negotiation as a continuation of the success of sales promotion	Adding case studies about business negotiations for a brand.

3.3.1. Nearpod-based Critical Thinking Evaluation Instrument

This research and development resulted in a technology-based learning assessment tool using the Nearpod application. The purpose of making this critical thinking evaluation instrument is to produce an evaluation instrument with the level of Higher Order Thinking Skill (HOTS) questions. The stages of thinking are divided into 4 levels: remembering, basic (basic thinking), critical thinking and creative thinking [20]. In the development of evaluation instruments for critical thinking, the thinking process is divided into two parts, namely low-level thinking skills (LOTS) which include remembering skills and high-level thinking skills (HOTS) which include critical and creative thinking [21]. In the development of this assessment instrument, students are expected to be able to analyze and solve problems related to case studies and provide the right solutions. Multiple choice questions in the C4-C6 question formulation which means that they are at the level of HOTS questions. The case study in the question contains problems that occur in promotional activities, both online and offline promotions. The problems contained in the question instruments are not only limited to retail activities but also include promotional activities as a whole. The use of stimuli in questions is used to test students' ability to read, understand and interpret the information provided so that they can answer questions correctly.

In addition to creating assessment tools that can measure critical thinking skills, the products developed must also arouse the interest and enthusiasm of students. in carrying out learning evaluations. The products developed use materials from retail business management subjects with basic competencies 3.9 Analyzing sales promotion in the retail business at SMK Negeri 1 Jombang. The main goal of research and development is to create assessment tool products in the cognitive realm that can measure critical thinking skills. Given the importance of critical thinking skills for every individual, there are various ways to achieve this, one of which is to do some exercises in answering questions to be able to improve critical thinking skills, creativity and imagination during the learning process [22]. In line with this, the researcher created an evaluation

instrument to measure critical thinking skills in the form of multiple-choice questions with the HOTS level and case study essays that must be done by students.

The trial activity of the Nearpod-based evaluation instrument uses a student's smartphone with a connected internet network. Nearpod is a unique application in assessment because it combines interactive elements with technology-based learning. The use of the Nearpod app helps teachers to create more engaging and dynamic assessment sessions by inserting different types of content such as images, videos, and quizzes directly into the presentation. In addition, teachers can also directly track students' progress and understanding, allowing them to provide fast and accurate feedback. This not only increases student engagement, but also enriches their learning experience through the use of innovative technology. The use of digital-based applications in the learning evaluation process is expected to attract students' interest and enthusiasm. Given this, one of the applications used in learning activities is the Nearpod application [23]. The Nearpod application has a lot of unique features that are not commonly known, so it can attract the attention of students. Change the atmosphere of the class, and avoid boredom. The use of the Nearpod application is not limited by time and place, so it can be used anywhere and anytime with a supporting internet network.

The new development of a Nearpod-based evaluation instrument to measure the critical thinking skills of students majoring in BDP at SMK Negeri 1 Jombang is in accordance with previous research and development. A study produces an essay question instrument that can measure students' ability to think critically [24]. A study produces a test instrument that can measure students' critical thinking skills based on geographical area [25]. The assessment of students' critical thinking skills is determined by the results of doing the questions, because each question on the assessment tool displays measurable critical reasoning skills. Therefore, when students work on questions, students are automatically assessed based on certain important skills.

3.3.2 Feasibility of Critical Thinking Evaluation Instruments

Testing the suitability of a product is important to ensure that the equipment can reliably and accurately measure one's performance. Assessing the validity of an instrument can also help understand exactly how well a person has critical thinking skills. In addition, validating the suitability of the instrument allows researchers to identify potential biases and weaknesses in the assessment tool, making it possible to make the necessary improvements in improving the quality and reliability of the assessment tool. Validity refers to the support of empirical facts and theoretical reasons in interpreting the results of a test or instrument and relates to the accuracy of the measurement [26]. Validity can be classified into three types: (1) criterion validity, (2) content validity, and (3) construct validity. Tested the feasibility of product development of Nearpod-based assessment tools to measure critical thinking skills including content and construct testing.

Feasibility testing of the development of an evaluation instrument to measure the critical thinking skills that the researcher has developed, appointing two expert practitioners in their fields to validate the development products that have been created. The appointed material expert is a teacher of retail business management at SMK Negeri 1 Jombang. The assessor in this research and development is one of the lecturers of the

Department of Management at the State University of Malang. The level of product assessment obtained from material experts reached a score of 90%, for the assessment experts themselves obtained a score of 95.5%. Based on the results confirmed by some of the experts above, it can be concluded that the development of a Nearpod-based assessment tool to measure students' critical thinking skills is worthy of use in Evaluation activities. After the implementation of validation by experts, several suggestions were obtained, from material experts, suggestions and inputs were given regarding the work time that needed to be added considering that the abilities of one student and the other were different. For other aspects, it is good and appropriate. Suggestions and inputs from assessment experts regarding writing techniques, the use of stimulus in questions and the addition of questions according to existing indicators. The suggestions and inputs that have been given by experts before carrying out the trial will be improved so that the resulting product becomes even better.

Supported by previous research on the development of assessment tools that focus on higher-level thinking skills (HOTS), these tools are effective, easy to use, and capable of practicing students' critical thinking skills have been proven [27]. Similarly, research shows that HOTS-based assessment tools can measure students' product lifecycle analysis skills and C4, C5, C6 skill indicators using "Quizizz". has been endorsed by several experts and claims to be able to measure critical thinking skills [28]. Likewise, the product developed by researchers related to the Nearpod-based assessment tool that aims to measure critical thinking skills has been validated by experts and declared feasible.

3.3.3 Students' Responses in Working on Evaluation Instruments

The responses obtained from students regarding the feelings they felt after working on questions with the HOTS level that had been developed. Learning feedback can also be understood as the thoughts, reactions, actions, or responses that students produce while learning. Students' reactions may appear if they are stimulated during the learning process. Ismail (2020) stated that students' reactions appear as reactions or responses to stimuli given by teachers. One possible approach is to provide incentives in the form of activities that are in accordance with the syntax of the model used and the interactive media used. Student feedback has a great influence on learning activities, because it is very useful in observing the progress of students during learning activities [29].

The response of the resulting development product is about the suitability of the material with competencies that can support critical thinking skills, writing techniques in the developed question instruments, and students' interest in conducting evaluations using the Nearpod application. To find out the response of students regarding the development of Nearpod-based evaluation instruments in measuring critical thinking skills, it was carried out by conducting small group experiments and field trials. Class XI BDP students of SMK Negeri 1 Jombang totaled 31 people. Student feedback surveys are distributed through Google Forms. A questionnaire is a data collection technique that involves providing a series of questions or written statements for respondents to answer [30]. The questionnaire distributed to students is in the form of statements and filled out by students according to their actual feelings. The form of the answer is in accordance with the Likert scale that has been developed [31]. Based on the results

of the survey of students who have passed the trial stage, the average score is 82.6%, from the results of the student questionnaire obtained it is included in the "Very Easy to Understand" criterion.

The response of students of class XI BDP SMK Negeri 1 Jombang to the development of Nearpod-based evaluation to measure critical thinking skills states that the questions that have been made easy to understand. In line with this, research on the development of digital assessment tools to measure students' critical thinking skills with a practical level (student response) obtained a very interesting category [32]. Another development research on project-based psychomotor assessment instruments to meet the competencies of students in the 21st century. In the study, there was a high score on the reading comprehension test of the participants [33]. Based on research that has been carried out previously and the trial development of digital assessment instrument products that aim to measure students' critical thinking skills using the Nearpod application, it has proven to be easy for students to understand and arouse enthusiasm in participating in assessments.

4 Conclusion

Based on the research and development that has been carried out to produce Nearpod-based critical thinking evaluation questions to measure critical thinking skills, the conclusions obtained are as follows. Research and development have been based on Nearpod learning to measure students' critical thinking skills in the field of retail management. The set of questions is developed with a KD 3.9 (Higher Order Thinking Skills) question level. Analyze promotional programs in the retail sector. class XI majoring in Online Business and Marketing, using the quiz and open-ended question features in the Nearpod application. The number of questions developed was 15 questions with a description of 10 multiple choice questions and 5 answer options in each question as well as 5 case study essay questions. The feasibility of the question instruments that have been made is tested by material experts and assessment experts who are experienced in their fields. Validation from material experts obtained a percentage of 90% with the description "very valid". In addition, the validation of the critical thinking question instrument was tested by an assessor and obtained a percentage of 95.55% with the description "very valid". Based on the feasibility test carried out in collaboration with material experts and assessment experts, it can be concluded that the Nearpod-based evaluation instrument to measure critical thinking skills is declared feasible to be used. The response of class XI students of the BDP-1 Department of SMK Negeri 1 Jombang to the development of critical thinking evaluation instrument products was obtained from the results of the questionnaire questionnaire that had been made by the researcher. Based on the accumulated data obtained at the time of the trial, the student response obtained a percentage of 82.64% with the description "very easy to understand". Thus, it can be concluded that Nearpod-based evaluation tools to measure critical thinking skills are feasible to be used in the assessment process.

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