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UTILIZATION OF WAYGROUND AS AN EVALUATION MEDIA FOR LEARNING ANECDOTE TEXTS: A MIXED METHODS STUDY ON GRADE X HIGH SCHOOL STUDENTS

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Abstrak

Evaluasi pembelajaran Bahasa Indonesia pada materi teks anekdot masih didominasi metode konvensional yang cenderung berorientasi pada hasil akhir dan kurang melibatkan siswa secara aktif dalam proses pembelajaran. Kondisi ini mendorong perlunya pemanfaatan teknologi digital sebagai sarana evaluasi yang lebih interaktif dan efektif. Penelitian ini bertujuan untuk menganalisis perbedaan hasil evaluasi belajar siswa antara penggunaan Wayground dan evaluasi konvensional serta mendeskripsikan respons siswa dan guru terhadap penggunaan Wayground dalam pembelajaran teks anekdot. Penelitian menggunakan pendekatan mixed methods dengan desain embedded mixed methods. Subjek penelitian terdiri atas 20 siswa kelas X.2 SMAN 1 Cluring yang dibagi menjadi kelompok Wayground (10 siswa) dan kelompok konvensional (10 siswa). Data dikumpulkan melalui tes hasil belajar, observasi dan wawancara semi-terstruktur. Data kuantitatif dianalisis menggunakan statistik deskriptif dan Independent Samples t-Test, sedangkan data kualitatif dianalisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa rata-rata nilai kelompok Wayground (86,5) lebih tinggi dibandingkan kelompok konvensional (81,0). Namun, hasil uji statistik menunjukkan bahwa perbedaan tersebut tidak signifikan (t = 1,169; p = 0,258). Temuan kualitatif menunjukkan bahwa Wayground meningkatkan keaktifan, antusiasme, kemandirian, dan partisipasi siswa selama evaluasi berlangsung. Guru menilai Wayground mempermudah proses penilaian, mempercepat penyampaian hasil evaluasi, serta mendukung pemberian umpan balik secara langsung. Siswa juga menilai evaluasi menjadi lebih menarik dan membantu pemahaman materi. Meskipun masih terdapat kendala berupa keterbatasan jaringan internet dan perangkat, Wayground berpotensi mendukung evaluasi pembelajaran yang lebih interaktif, efisien, dan berpusat pada siswa.

Kata Kunci: *Wayground, metode campuran, evaluasi pembelajaran, teks anekdot, pembelajaran digital*

Abstract

Evaluation of Indonesian language learning in anecdotal text material is still dominated by conventional methods that tend to be oriented towards the final results and less actively involve students in the learning process. This condition encourages the need to utilize digital technology as a more interactive and effective evaluation tool. This study aims to analyze the differences in student learning evaluation results between the use of Wayground and conventional evaluation and describe student and teacher responses to the use of Wayground in learning anecdotal text. The study used a mixed methods approach with an embedded mixed methods design. The research subjects consisted of 20 students of class X.2 SMAN 1 Cluring who were divided into a Wayground group (10 students) and a conventional group (10 students). Data were collected through learning outcome tests, observations and semi-structured interviews. Quantitative data were analyzed using descriptive statistics and Independent Samples t-Test, while qualitative data were analyzed using the Miles and Huberman model. The results showed that the average score of the Wayground group (86.5) was higher than the conventional group (81.0). However, the results of statistical tests showed that the difference was not significant (t = 1.169; p = 0.258). Qualitative findings indicate that Wayground increased student engagement, enthusiasm, independence, and participation during the evaluation. Teachers assessed that Wayground streamlined the assessment process, expedited the delivery of evaluation results, and supported the provision of direct feedback. Students also found the evaluations more engaging and facilitated understanding of the material. Despite challenges such as limited internet connection and devices, Wayground has the potential to support more interactive, efficient, and student-centered learning evaluations.

Keywords: Wayground, mixed methods, learning evaluation, anecdotal text, digital learning

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1. INTRODUCTION

Digital transformation has transformed various aspects of life, including education. Developments in information and communication technology have driven a paradigm shift in learning from teacher-centered learning to student-centered learning (Indayani & Hartini, 2024). In this paradigm, students are no longer positioned as passive recipients of information, but rather as active subjects constructing knowledge through various learning experiences. Therefore, all learning components, including evaluation, need to be adapted to the demands of 21st-century learning, which emphasizes the use of digital technology, student engagement, and the development of higher-order thinking skills (Redhana, 2024).

Learning evaluation is an integral part of the educational process, serving to obtain information regarding the achievement of learning objectives, the effectiveness of learning strategies, and the development of student competencies (Wulandary & Hilmiyati, 2021). Evaluation serves not only as a tool for measuring learning outcomes but also as a means to improve the learning process by providing information that teachers and students can use to reflect on their learning. From the perspective of assessment for learning, evaluation must support the learning process by providing information that helps students understand their achievements and shortcomings during the learning process (Paul Black & Dylan Wiliam, 1998).

However, evaluation practices in schools are still largely conducted through conventional methods, such as written tests focused on measuring final results. This evaluation method often positions students as the object of assessment and provides them with limited opportunities to actively participate in the evaluation process. Furthermore, manual correction processes prevent prompt feedback from being provided, thus suboptimally serving the evaluation function as part of the learning process (Wahidin & Hulbat, 2025). This situation demonstrates a gap between evaluation practices implemented in schools and the demands of 21st-century learning, which emphasizes active participation, reflection, and the use of digital technology.

Developments in educational technology have opened up opportunities for more adaptive evaluation models tailored to the characteristics of digital-generation students. Technology enables more effective, efficient, and well-documented evaluations. Furthermore, digital-based evaluations can provide rapid learning outcome data, enabling teachers to promptly implement follow-up actions based on student needs (David Darwin et al., 2025). Sulistyowati & Asriati, (2024) stated that the use of technology in learning can increase the effectiveness of the learning process while strengthening student engagement through more interactive activities. Thus, the integration of technology in evaluation not only simplifies the assessment process but also has the potential to improve the overall quality of learning.

In Indonesian language learning, the need for effective evaluation is increasingly important because the competencies developed encompass not only knowledge but also the ability to understand, analyze, interpret, and communicate information. One material that possesses these characteristics is anecdotal text. Anecdotal texts are short stories containing elements of humor and critique of certain social phenomena. Understanding anecdotal texts requires students to be able to identify the text's structure, grasp linguistic rules, and interpret the implied meaning contained within. Therefore, evaluation of anecdotal texts is not sufficient to simply measure conceptual memorization; it also needs to measure the ability to understand and interpret the message contained within the text (Lutfiyani, 2023).

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In practice, learning anecdotal texts still faces various obstacles. Many students struggle to understand the social criticism contained in the text, identify the relationships between parts of the text's structure, and interpret the author's implicit meaning. These difficulties often result in poor learning evaluation results. Furthermore, the use of monotonous evaluation models leads to students' lack of involvement in the assessment process, resulting in evaluation results that do not fully reflect their abilities optimally (Yusuf, 2023). This situation highlights the need for evaluation innovations that can accommodate the characteristics of anecdotal texts while improving the quality of the assessment process.

One platform with potential to support learning evaluation is Wayground. This platform provides various digital evaluation features that enable teachers to create quizzes, exercises, and online assessments with integrated learning outcome management. Unlike conventional evaluations, which require manual correction, Wayground automatically generates evaluation results, making it easier for teachers to monitor student learning outcomes. These characteristics make Wayground a relevant alternative to support the implementation of technology-based evaluation in Indonesian language learning.

Several studies have examined the use of Wayground in various learning contexts. Ramadhan et al., (2025) found that Wayground-based formative assessment of biographical texts improved high school students' learning outcomes. Patimah et al., (2025) demonstrated that Wayground can support the improvement of standard Indonesian language skills through more participatory evaluation activities. Meanwhile, Ridwan et al., (2025) reported that students positively perceived Wayground as a self-study tool because it was easy to use and supported flexible learning activities. These findings suggest that Wayground has the potential to support technology-based learning and evaluation.

However, previous research still leaves room for development. First, most studies have focused on the use of Wayground as a learning medium or formative assessment in general. Second, studies on the use of Wayground as an instrument for evaluating learning outcomes in anecdotal texts are still very limited. Third, previous research tends to emphasize only one aspect, either learning outcomes or user perceptions, thus not providing a comprehensive picture of the effectiveness of Wayground. Thus, research that combines analysis of learning outcomes and user experiences is still needed to gain a more comprehensive understanding of the implementation of technology-based evaluation.

Based on this description, the research gap in this study lies in the limited number of studies analyzing the effectiveness of Wayground as a learning outcome evaluation instrument for anecdotal text materials using a mixed methods approach. Unlike previous research that focused on learning media or formative assessment, this study positions Wayground as a learning outcome evaluation instrument and examines its effectiveness through the integration of quantitative and qualitative data.

The novelty of this research lies not in the use of anecdotal text materials alone, but in the development of a digital evaluation perspective that integrates learning outcome analysis with an exploration of user experiences in the context of Indonesian language learning. This approach allows evaluation to be conducted not only from the aspect of learning achievement but also from the implementation and user acceptance of the implemented evaluation innovation.

Based on this background, this study is formulated into two research questions. First, are there differences in student learning evaluation results between the use of Wayground and conventional evaluations for anecdotal text materials? Second, how do students and teachers respond to the use of Wayground as an evaluation tool in anecdotal text learning? In line with the

problem formulation, this study aims to analyze the differences in student learning evaluation results between the use of Wayground and conventional evaluations and describe student and teacher responses to the use of Wayground as a digital-based evaluation tool. The results of this study are expected to provide empirical contributions to the development of technology-based Indonesian language learning evaluations and serve as a reference for teachers in designing evaluations that are more in line with the demands of 21st-century learning.

2. METHOD

This study used a mixed methods approach with an embedded mixed methods design, combining quantitative and qualitative data to evaluate the use of the Wayground application as an evaluation tool for anecdotal text learning (Laswadi, 2022). The study was conducted in the odd semester of the 2025/2026 academic year at SMAN 1 Cluring in Banyuwangi Regency, East Java. Twenty 10th-grade students were selected using purposive sampling based on their willingness to participate in the entire study and their relatively homogeneous educational backgrounds. Students were divided into two groups: a Wayground-based evaluation group (10 students) and a conventional evaluation group (10 students). Both groups received the same material, learning objectives, time allocation, and instructor; the only difference was the evaluation media used.

The study was conducted over four meetings. The first meeting focused on the definition and purpose of anecdotal text through activities such as text example appreciation, discussion, questions and answers, and short assignments. The second meeting discussed the characteristics and structure of anecdotal texts through text sample analysis, group discussions on anecdotal text structure, and presentations of the discussion results. The third meeting focused on moral message analysis and anecdotal text writing activities, which included idea planning, text writing, and teacher guidance and revision. The fourth meeting was used for the evaluation of learning outcomes. At this stage, the first group took a test using the Wayground application via digital devices, while the second group took a written test using a conventional method. The questions given to both groups were identical, ensuring equal difficulty levels and material coverage, and equal time to complete them.

Research data was collected through learning outcome tests, observations, and semi-structured interviews. The test instrument consisted of 20 multiple-choice questions structured based on the Indonesian language learning outcomes phase E for anecdotal texts, including the ability to identify text structure, analyze linguistic rules, interpret implied meaning, and analyze social criticism. Before use, the instrument was validated by the Indonesian language lecturer and subject teachers to ensure its content aligned with the learning indicators. Observations were conducted to assess student engagement during the evaluation process, while interviews with the teacher and several students were conducted to obtain information about experiences, responses, and challenges using Wayground.

Quantitative data were analyzed using descriptive statistics in the form of average, highest score, lowest score, and percentage of learning completion. To determine differences in evaluation results between the Wayground and conventional groups, an Independent Samples t-test was used at a significance level of 0.05. Meanwhile, qualitative data were analyzed using the Miles and Huberman interactive model, which includes data reduction, data presentation, and conclusion drawing (Qomaruddin & Sa'diyah, 2024). Data validity was maintained through source and method triangulation, comparing observations, interviews, documentation, and evaluation data to obtain more credible and comprehensive findings.

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3. RESULTS AND DISCUSSION

This section reviews the results and discussions conducted by researchers regarding the use of the Wayground application to improve student learning outcomes evaluation, where the material focused on anecdotal texts. The research was conducted in the odd semester of the 2025/2026 academic year with a total of 20 students. The selection of class X.2 was selected using a purposive sampling technique based on their willingness to participate in the entire series of research and have a relatively homogeneous learning background. Based on considerations of the heterogeneity of student abilities and the openness of Indonesian language teachers to technology-based learning innovations.

Table 1. Learning Design

Material	Learning Flow
Definition and purpose of anecdotal text	- Appreciation through examples of anecdotal texts - Discussion of the meaning and purpose of anecdotal texts - Questions and answers and short assignments
Characteristics and structure of anecdotal text	- Analysis of anecdotal text examples - Group discussion on structure - Presentation of discussion results
Moral messages and writing anecdotal text	- Moral message analysis - Idea planning and writing anecdotal texts - Text guidance and revision
Evaluation	- Conventional and background based evaluation

This learning design demonstrates that evaluation does not stand alone but is integrated into the entire student-centered learning process. Each stage is designed to build a multi-level understanding, from appreciation to text production, so that evaluation becomes an organic part of students' knowledge construction process. Wayground is designed to integrate case-based evaluation, polling, and reflective questions that require critical thinking skills. Through this platform, students not only answer questions but also interpret the implied meaning and moral message of the text. This model aligns with the concept of authentic evaluation according to Willenda et al., (2024), which emphasizes the importance of measuring higher-order thinking skills. Thus, Wayground facilitates an evaluation process that assesses both the cognitive and affective aspects of students.

Learning Outcome Evaluation for Anecdotal Texts

The learning evaluation indicators for anecdotal texts are designed to measure students' cognitive abilities, from comprehension to higher-order thinking. The ability to identify structures and analyze linguistic rules represents the understanding and analyzing domain, while the ability to interpret implied meanings and determine messages or social criticism falls within the evaluating and creating domain. This demonstrates that the Wayground evaluation not only measures memory but also encourages the development of higher-order thinking skills (HOTS), as emphasized in the revised Bloom's taxonomy (Hasiana et al., 2025).

Table 2. Evaluation Indicators for Learning Anecdotal Texts

Evaluation Indicators	Evaluation Wayground	Assessed Competencies
Identifying the structure of anecdotal texts	Interactive quizzes (multiple choice)	Conceptual understanding
Analyzing linguistic rules	Multiple choice & polling	Analytical skills

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Interpreting implied meanings	Case-based quizzes	Critical thinking and interpretive reasoning skills
Determining social messages/criticism	Reflective questions	Interpretation and meaning of text content

Based on the evaluation indicator table, Wayground was used to measure various student competencies in understanding anecdotal texts. An interactive multiple-choice quiz was used to measure students' understanding of the structure of anecdotal texts, while multiple-choice questions and polls were used to assess their ability to analyze linguistic rules. Furthermore, a case-based quiz was used to measure the ability to interpret implied meaning through reasoning and understanding the context of the text. Reflective questions were used to assess students' ability to identify messages or social criticism contained within the text. These varied evaluation formats indicate that Wayground not only measures factual mastery of the material but also the analytical, interpretive, and critical thinking skills necessary for learning anecdotal texts (Patimah et al., 2025; Ramadhan et al., 2025).

The next step was for the researcher to administer 20 multiple-choice questions that had been validated by Indonesian language lecturers and subject teachers. The questions were the same for both Wayground and conventional methods and aligned with the anecdotal text evaluation indicators in Table 2. The teacher then determined which students would be evaluated using Wayground and conventional methods, with similar abilities from each group. After dividing the 20 students in a class into 10 students using Wayground and 10 students using conventional methods, the next step is to conduct an evaluation within the class and tally the results to determine whether there are any differences between the two evaluations.

Table 3. Results of Students' Wayground and Conventional Evaluations

Name	Wayground	Name	Konventional
A-1	100	B-1	100
A-2	100	B-2	90
A-3	95	B-3	90
A-4	90	B-4	85
A-5	85	B-5	85
A-6	85	B-6	80
A-7	80	B-7	75
A-8	80	B-8	75
A-9	75	B-9	70
A-10	75	B-10	60

Based on the evaluation table, the group using Wayground demonstrated better evaluation results than the conventional learning group. The Wayground group's average score was 86.5, a 5.5-point difference compared to the conventional group's average of 81.0. Furthermore, the median score for the Wayground group was 85, while the conventional group's was 82.5, indicating that student learning outcomes in the Wayground group tended to be higher.

In terms of score distribution, the Wayground group also demonstrated more consistent results, with scores ranging from 75 to 100 (range 25), while the conventional group's score ranged from 60 to 100 (range 40). Forty percent of students in the Wayground group scored 90 or higher, compared to only 30% in the conventional group. Conversely, fewer students scored below 80 in the Wayground group (20%) than in the conventional group (40%). These findings indicate that the use of Wayground not only improves learning outcomes but also helps create more equitable achievement among students. After knowing the evaluation data using Wayground and conventional evaluation in table 3. Then, determine the recapitulation of the statistical test results of the evaluation as follows:

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Table 4. Results of the Independent Sample t-test

Group	N	Mean	SD
Wayground	10	86,5	9,44
Konventional	10	81,0	11,50

Table 5. Statistical Test Results

Test Statistics	Value
t- count	1,169
Df	18
Sig. (2-tailed)	0,258
Decision	H_0 accepted
Conclusion	There is no significant difference

Based on the results of the Independent Sample t-test, the average score of the Wayground group (86.5) was higher than the conventional group (81.0), by 5.5 points. Furthermore, the standard deviation of the Wayground group (9.44) was lower than that of the conventional group (11.50), indicating that student learning outcomes in the Wayground group were more evenly distributed and consistent.

However, the statistical test results showed a t-value of 1.169 and a Sig. of 0.258 ($p > 0.05$), indicating that the difference between the two groups was not statistically significant. This means that the use of Wayground has not been proven to significantly improve learning outcomes compared to conventional learning. However, descriptive results showed a positive trend, namely a higher average score and a more stable distribution of scores. As explained by Pane et al., (2021) in a mixed methods study, these findings need to be supported by qualitative data, such as observations and interviews, to explain the effect of Wayground on student motivation, participation, and engagement in learning.

Utilization of the Wayground Application in Student Learning Outcome Evaluation Activities for Anecdotal Text Material

The results of observations of student engagement and participation during the Wayground-based evaluation are presented in the following table:

Table 6. Observations of Student Engagement and Participation in Learning Using Wayground

Observed Aspects	Categories	Observation Indicators	Findings
Actively answering questions	High	Students actively answer quizzes and participate in each evaluation session.	Most students actively participated in answering questions given via Wayground.
Learning enthusiasm	High	Demonstrate interest, focus, and enthusiasm during learning.	Students appeared enthusiastic about taking the quiz and showed a positive response to the evaluation activities.
Learning independence	Medium–High	Able to work on problems without much teacher assistance.	Most students can complete assignments and quizzes independently.
Responsiveness to feedback	High	Utilize feedback to correct errors.	Students immediately know the results of their answers and try to correct the mistakes they made.
Interaction during learning	High	Actively participate in discussions and respond to questions.	Students interact more frequently with teachers and friends during evaluation activities.
Learning concentration	High	Remain focused during evaluation activities.	Most students paid attention to the questions and followed the activities until they were finished without any significant disruption.

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Observations indicate that the use of Wayground in learning evaluation has a positive impact on student engagement and participation. Students demonstrated high levels of activeness and enthusiasm for learning, accompanied by independence in responding and improving answers through real-time feedback. These findings indicate a shift in learning behavior from passive to more active and reflective, in line with constructivist theory, which emphasizes that knowledge is built through learning experiences and reflection (Pramana et al., 2024). The high participation in interactive quizzes also demonstrates that digital-based evaluations can create a more engaging learning environment than conventional evaluations. This condition aligns with student engagement theory, which states that active student involvement is a crucial factor in improving the quality and success of learning (Ariani, 2019).

Advantages and Disadvantages of Using the Wayground Application for Anecdotal Text Material

Interpretations of teacher and student experiences using the Wayground application evaluation are presented in the following table:

Table 7. Summary of Teacher and Student Interview Results

Informants	Aspects Questioned	Main Findings	Researcher Interpretation
Teacher	Ease of use of Wayground	The application is relatively easy to use after an initial adaptation process.	Wayground supports the efficiency of learning evaluations.
Teacher	Effectiveness of evaluation	Evaluation is more structured and results can be obtained quickly	Using Wayground increases the effectiveness of evaluations.
Teacher	Feedback to students	Teachers can provide feedback directly through the application.	Rapid feedback supports improved learning outcomes.
Teacher	Barriers to use	Limited internet network and time to prepare digital questions	Technical constraints and initial readiness still need to be anticipated.
Students	Interest and passion for learning	Evaluation is felt to be more interesting than conventional evaluation	Wayground increases student learning motivation.
Students	Ease of understanding the material	Interactive questions help understand anecdotal text material	Digital evaluations support material understanding.
Students	Engagement in evaluation	Students are more active and focused when working on evaluations	Wayground encourages active student participation.
Students	Barriers to use	Internet network disruptions and device limitations for some students	Technical constraints impact the smoothness of evaluations.

Interviews revealed positive responses from teachers and students regarding the use of Wayground for learning evaluations. From the teachers' perspective, Wayground was considered relatively easy to use after an initial adaptation phase, allowing for a more structured evaluation

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process, expediting assessments, and facilitating the provision of feedback to students. These findings indicate that the use of Wayground provides tangible benefits in increasing the effectiveness and efficiency of learning evaluations. However, teachers also identified several challenges, particularly related to limited internet connection and the time required to prepare questions in digital format. This situation demonstrates that the successful use of learning technology is not solely determined by the quality of the application used, but also by the availability of supporting resources and user competence.

From the students' perspective, Wayground was considered more engaging than conventional evaluations because it increased learning motivation, facilitated understanding of the material through interactive questions, and encouraged participation and focus during the evaluation process. These results were supported by observations that demonstrated high student engagement when participating in the evaluation using Wayground. However, some students still encountered technical challenges such as internet connection disruptions and limitations in the devices used to access the platform. These challenges have the potential to hinder the smooth running of the evaluation process and reduce student enjoyment in working on the questions.

The findings of this study align with the Technology Acceptance Model (TAM) theory proposed by Sari et al., which explains that user acceptance of technology is influenced by perceived usefulness and perceived ease of use (2020). In this study, teachers and students perceived Wayground as beneficial in supporting the learning evaluation process, fostering positive attitudes toward its use. The perceived ease of use experienced by teachers after the adaptation phase, along with the more engaging learning experience for students, indicates a positive perception of the technology.

These findings are supported by research (Dalimunthe et al., 2020), which states that perceived usefulness and ease of use are important factors in increasing user acceptance of digital evaluation platforms. However, internet network constraints and device limitations indicate that external factors still influence the optimal use of technology in learning. Therefore, although Wayground has various advantages in increasing evaluation effectiveness, learning motivation, and student engagement, adequate infrastructure support is still needed for its optimal use.

Table 8. Relationship of Research Findings with Previous Theories and Research

Aspects	Previous Research	Your Research
Research Focus	General effectiveness of digital evaluation media	Utilizing Wayground for Anecdotal Text Learning Evaluation
Subjects	Various subjects	Indonesian, specifically anecdotal texts
Research Methods	Generally quantitative	Mixed methods (quantitative and qualitative)
Data Analyzed	Learning outcomes or motivation	Learning outcomes, participation, observation, and interviews
Research Outputs	Effect on learning outcomes or motivation	Influence on learning outcomes and student learning experiences

The findings of this study align with those of Patimah et al., (2025), Ramadhan et al., (2025), and Ridwan et al., (2025), which showed that the

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use of digital evaluation media can improve student engagement, motivation, and learning outcomes. However, this study differs in its context and approach. While previous studies focused more on quantitative measurement of learning outcomes, this study uses a mixed methods approach that integrates grades, observations, and interviews. Furthermore, this study specifically examines the use of Wayground in evaluating anecdotal text learning in Indonesian language subjects. Thus, this study not only explains the influence of Wayground on learning outcomes but also reveals how the platform affects student participation, motivation, and learning experiences during the evaluation process.

DISCUSSION

The findings of this study indicate that the group using Wayground achieved a higher average score (86.5) than the conventional group (81.0). However, the results of the Independent Sample t-test showed that this difference was not statistically significant ($p = 0.258$). This finding suggests that although there was a positive trend in the Wayground group, the improvement in learning outcomes cannot be fully attributed to the use of the platform.

One possible explanation is differences in students' initial abilities. Although group assignment was made with equal academic ability in mind, this study did not use specific measures of initial ability, so differences in academic characteristics between groups are still possible. Furthermore, group assignment was not random, so the potential for selection bias must also be considered. Factors such as learning motivation, experience using technology, and student self-confidence can influence the evaluation results.

The difference in results may also be influenced by the novelty effect, which is the enthusiasm generated by students using a new and different assessment medium. Observations indicate that students in the Wayground group exhibited high levels of activeness, enthusiasm, and participation during the evaluation. While these conditions have a positive impact on the learning environment, this increased interaction does not necessarily reflect the long-term effectiveness of Wayground's use once students become accustomed to the platform.

In addition to student factors, technical aspects also have the potential to influence research results. Based on interviews, some students experienced internet network issues and limited devices during the evaluation. These conditions can affect students' concentration and comfort while working on the questions. Furthermore, the role of teachers in facilitating Wayground's use also needs to be considered. Teachers' abilities to provide direction, manage the classroom, and motivate students can contribute to high student participation, ensuring that results are not solely derived from the use of the digital platform.

Nevertheless, observation and interview data indicate that Wayground is able to create a more interactive evaluation process than conventional evaluations. Students responded positively to the system's direct feedback, while teachers considered the evaluation process more efficient and structured. These findings align with formative evaluation theory, which emphasizes the importance of feedback in helping students improve their understanding (Black & Wiliam, 1998). Furthermore, the high student engagement supports gamification theory, which explains that interactive elements can increase motivation and participation in learning.

Thus, Wayground's primary contribution to this study lies not in statistically significant improvements in learning outcomes, but in its ability to create a more engaging, interactive, and engaged assessment experience for students. Future research should include larger samples, measure students' prior abilities, and control for external factors to more accurately test Wayground's impact on learning outcomes.

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4. CONCLUSION

Based on the research results, the use of Wayground as a learning evaluation tool for anecdotal texts demonstrated a positive impact on student learning processes and outcomes. Quantitatively, the group using Wayground achieved a higher average score (86.5) than the conventional group (81.0) and demonstrated a better level of learning completion. However, the results of the Independent Samples t-Test showed that this difference was not statistically significant ($p = 0.258 > 0.05$), so the use of Wayground cannot be considered to significantly improve learning outcomes compared to conventional evaluations.

Nevertheless, qualitative findings from observations and interviews indicate that Wayground increased student activity, enthusiasm, independence, focus, and participation during the evaluation process. Teachers also assessed that Wayground facilitated evaluations through a faster, more structured assessment process, accompanied by direct feedback that helped students understand errors and improve their learning outcomes. From the student perspective, Wayground-based evaluations were deemed more engaging, interactive, and able to increase learning motivation compared to conventional evaluation methods.

From the integration of quantitative and qualitative findings, it can be concluded that Wayground has the potential to be an effective alternative digital evaluation media in Indonesian language learning, particularly for anecdotal text materials. Wayground's advantages lie not only in learning outcomes but also in its ability to create a more active, enjoyable, and student-centered evaluation experience. However, optimizing its use still requires adequate infrastructure support, particularly related to device availability and internet network stability. Therefore, further research is recommended involving a larger sample size and broader material coverage to obtain a more comprehensive picture of Wayground's effectiveness in learning.

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