



## The Use of Baamboozle Media in Learning Assessment: Identifying the Structure of Observation Report Texts

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### ABSTRACT

This study aims to describe the use of Baamboozle media in learning assessment of identifying the structure of observation report texts, describe the learning outcomes of eighth-grade students at SMPN 13 Tibawa, and identify the factors affecting its implementation. This descriptive qualitative research was conducted at SMP Negeri 13 Tibawa during the odd semester of the 2023/2024 academic year. The research subjects involved 1 Indonesian language teacher and all eighth-grade students as informants and data samples. Data collection instruments used included activity observation sheets, interview guides, and quiz assessment documentation. The data analysis tool applied Miles and Huberman's interactive technique. The results showed that the use of Baamboozle media was considered capable of creating an interactive formative assessment atmosphere and increasing student participation. Based on the evaluation results, all groups (100%) achieved the competent category with final scores ranging from 85 to 100. The main supporting factors were attractive visualization and ease of access, while the inhibiting factors were dominated by internet network connectivity constraints in the classroom area.

*Keywords: baamboozle media, learning assessment, observation report text*

## Penggunaan Media Baamboozle dalam Penilaian Pembelajaran Mengidentifikasi Struktur Teks Laporan Hasil Observasi

### ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penggunaan media Baamboozle dalam penilaian pembelajaran mengidentifikasi struktur teks laporan hasil observasi, mendeskripsikan hasil belajar siswa kelas VIII SMPN 13 Tibawa, serta mengidentifikasi faktor-faktor yang mempengaruhi penggunaannya. Penelitian kualitatif deskriptif ini dilaksanakan di SMP Negeri 13 Tibawa pada semester ganjil tahun ajaran 2023/2024. Subjek penelitian ini melibatkan 1 orang guru Bahasa Indonesia dan seluruh siswa kelas VIII selaku informan dan sampel data. Instrumen pengumpulan data yang digunakan meliputi lembar observasi aktivitas, pedoman wawancara, dan dokumentasi penilaian kuis. Alat analisis data menggunakan teknik interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa penggunaan media Baamboozle dinilai mampu menciptakan suasana penilaian formatif yang interaktif dan meningkatkan partisipasi siswa. Berdasarkan hasil evaluasi, seluruh kelompok (100%) mencapai kategori mampu dengan skor akhir berkisar antara 85 hingga 100. Faktor pendukung utama adalah visualisasi menarik dan kemudahan akses, sementara faktor penghambat didominasi oleh kendala konektivitas jaringan internet di area kelas.

*Kata kunci : media, baamboozle, penilaian, laporan hasil observasi*

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## INTRODUCTION

Based on the results of initial observations at SMP Negeri 13 Tibawa, it shows that learning assessment activities still rely on conventional methods by providing written questions or monotonous exercises that do not attract students' attention. As a result, students tend to be less enthusiastic and less active in participating in learning assessment activities, especially in the material on identifying the structure of observation report texts (LHO). This problem is exacerbated by the constraints of the teaching teacher's educational background which is different from the field of Indonesian language science, thus impacting the lack of variety of evaluation instruments in the classroom. Technical obstacles at the class level cause two-way communication to not run optimally, so that the level of student understanding of the LHO text structure (general definition, section description, and benefit description) is low.

The phenomenon of evaluation saturation at the school level has triggered the need to utilize technology-based learning media to create more innovative assessments that meet the needs of students in the digital age. In the Indonesian language learning process, assessment is a crucial part of determining students' level of understanding of the material they have learned. Assessment not only serves to determine the achievement of learning objectives but can also be part of the learning process, providing students with learning experiences. Along with the development of science and technology, learning in the 21st century requires educators to be able to integrate technology into learning activities, including formative assessment activities using interactive digital media such as Baamboozle.

Universally, the Indonesian language subject holds a very strategic position in schools. According to Hermawati Yunita & Sukenti, (2024:121), the Independent Curriculum positions Indonesian as a driver of other subjects and therefore must be at the forefront of all other subjects. Language learning itself is essentially a methodical process where teachers provide

assistance that enables students to acquire knowledge, develop skills and character, and change their attitudes and beliefs (Lamusu et al., 2023:1229). In line with this, Mooduto and Didipu (2022:106) emphasize that learning activities essentially aim to create educational interactions between educators and students. To support the creation of these 21st-century interactions, Schramm (in Kristanto, 2016:5) defines learning media as technological means to convey knowledge that assist the learning process. One effective tool is the Baamboozle platform which provides various interactive quiz activities in the form of group games accompanied by a points system and competitions (Murti et al., 2023:134).

Based on the background explanation above, the problem formulation in this research is: (1) How is the process of using Baamboozle media in assessing learning to identify the structure of observation report texts for class VIII students at SMP Negeri 13 Tibawa? (2) How are the students' learning outcomes in identifying the structure of observation report texts using Baamboozle media? and (3) What are the supporting and inhibiting factors for using Baamboozle media in this assessment?

In line with these issues, this study aims to describe the stages of using Baamboozle media, describe students' learning outcomes in identifying LHO text structures, and identify the factors that influence them. The benefits of this study are reviewed from a practical professional teacher perspective, namely providing an alternative digital evaluation instrument that is recreational but remains objective to boost students' classical activeness.

## METHOD

This study uses a qualitative approach with a descriptive method. Sugiyono (2019:18) argues that descriptive research is research that does not emphasize numbers, but rather the data is in the form of words or images. The data obtained in this study are the results of observations of the use of Baamboozle media in learning assessments to



identify the structure of observation report texts (LHO), the grades obtained by students based on the use of Baamboozle media, as well as statements from researchers and students about the supporting and inhibiting factors in the use of the media. Data collection was carried out at SMP Negeri 13 Tibawa, Gorontalo Regency, Gorontalo Province.

The subjects of this study consisted of one grade VIII Indonesian language teacher and all grade VIII students as informants and primary data sources.

The data collection tools in this study used three main techniques, namely observation, interviews, and documentation. The observation technique was carried out to observe the learning activities taking place in the classroom, especially in the process of implementing Baamboozle media in the learning assessment of identifying text structures. The interview technique was used to dig up in-depth data to obtain psychological information, such as students' impressions and feelings after learning activities in the classroom using Baamboozle media, as well as to determine the difficulties or obstacles faced by students throughout the assessment activities. Meanwhile, the documentation technique in this study aims to document the activities of using Baamboozle media in the classroom and record draft digital formative quiz scores generated by the platform system automatically.

The data analysis technique applied follows the interactive model of Miles and Huberman, which includes three simultaneous activity flows, namely data reduction, data display, and drawing conclusions or verification. Data reduction is done by summarizing, selecting the main points, and focusing the analysis on interview transcripts regarding supporting and inhibiting factors. Data display is realized systematically in the form of a narrative matrix of descriptive text and a frequency table of group quiz scores. To support decision making on the value documentation data, the researcher uses the help of simple descriptive statistics by calculating the percentage of classical

group completion using a mathematical formula of value proportions to determine the level of achievement of student graduation categories objectively.

Student assessment data were analyzed using descriptive analysis techniques. To determine the status of students' abilities in identifying the structure of observational report texts, the assessment result interpretation criteria presented in Table 1 were used.

Table 1  
Criteria for Interpretation of Assessment Results

| Value Range | Category       |
|-------------|----------------|
| 76-100      | Capable        |
| 55-75       | Less fortunate |
| < 55        | Unable         |

These criteria are used as a basis for interpreting the assessment results of each group so that the level of student ability can be known as a class.

## RESULTS

This section presents the research results that are in accordance with the research problems. These problems include: (1) the use of Baamboozle media in assessing learning to identify the structure of observation report texts (LHO), (2) student learning outcomes through the use of Baamboozle media, and (3) factors that influence the use of Baamboozle media in assessing learning to identify the structure of LHO texts. The research data are presented as follows.

### 1. Use of Baamboozle as an Assessment Medium in Learning to Identify the Structure of Observation Report Texts

The results of using Baamboozle media in assessing learning to identify LHO text structures were carried out through the following six stages of systematic findings:

1. Procedural Link Instruction Activity, is a step when the teacher instructs students to open the WhatsApp group application because the teacher has sent a link to the Baamboozle learning media which will be used in group assessment activities so that students do not need to create a new account.
2. The Digital PIN Code Access process is a step where students, after clicking on the link, are asked to press the classpin menu, then enter the PIN code displayed on the Liquid Crystal Display (LCD) screen and press the play button (as shown in Figure 1)

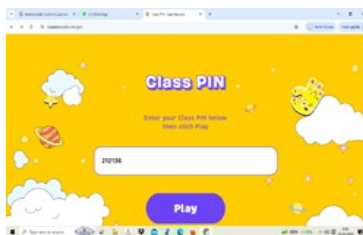


Figure 1  
Entering the PIN code

3. Selecting the Quiz Question Option is the next step in selecting the Baamboozle game where the teacher asks students to check all the questions, then students click on number 1 and press the Quiz button (as shown in Figure 2)



Figure 2  
Quiz Question Option Selection

4. Working Group Identity registration, is a step when students are directed to enter the name of their respective groups in the

column provided on the screen before starting the game (as shown in Figure 3)



Figure 3  
Group Identity Registration

5. Interactive Question Card execution, is the step when students select the card to be answered after pressing the Show button to see the answer choices available on the system (as shown in Figure 4)



Figure 4  
Interactive Question Card execution

6. Automatic Evaluation Score recording, is the final stage after students have finished answering all the questions, then the teacher records the final score obtained by each group transparently (as shown in Figure 5).

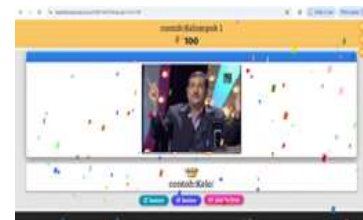


Figure 5  
Final view



## Student Learning Outcomes Through the Use of Baamboozle Media in Learning Assessment Identifying the Structure of Observation Report Texts

Student learning outcomes after participating in the assessment process for identifying LHO text structures are measured based on students' abilities to achieve learning indicators. These indicators include the ability to differentiate LHO text structures, determine LHO text structure components, and analyze LHO text information. The group assessment data are presented in Table 2.

Table 2  
Results of Group Assessment Using Baamboozle Media in Identifying the Structure of Report Texts Observation Results

| No. | Group   | ScoreAcquisition | Category |
|-----|---------|------------------|----------|
| 1.  | Group 1 | 95               | Capable  |
| 2.  | Group 2 | 100              | Capable  |
| 3.  | Group 3 | 85               | Capable  |
| 4.  | Group 4 | 95               | Capable  |

Based on the data in Tables 1 and 2, all groups obtained scores in the range of 76–100, thus falling into the capable category. Of the four groups that participated in the assessment, all successfully achieved this category. Thus, the percentage of students achieving classical competency reached 100%. No groups were in the less capable or unable category. These findings indicate that students were able to identify the structure of observational report texts according to the established learning indicators.

## 2. Factors Influencing the Use of Baamboozle Media in Learning Assessment Identifying the Structure of Observation Report Texts

Based on the results of the analysis of observation data and in-depth interviews, the factors that influence the use of Baamboozle media

in the classroom include two main aspects of findings:

1. Supporting factors for Media Implementation, include components (1) attractive and interactive media visualization, (2) ease of system operation, (3) high enthusiasm and active participation of students, and (4) teacher ability to manage classroom conditions in a conducive manner.
2. Technical Inhibiting Factors in the Field, including components (1) fluctuations in internet network conditions in the class area, (2) slow performance of teacher hardware (not responding), (3) lack of initial familiarity of students with the platform system, (4) uneven distribution of student participation, and (5) lack of solid cooperative relationships within the group.

## DISCUSSION

The use of Baamboozle media in learning to identify the structure of observation report texts (LHO) has been proven to have a positive contribution to student learning outcomes. The results of the study indicate that Baamboozle media is able to motivate students to actively participate in learning activities. This finding is in line with the research of Khoiro et al. (2023:45), Iskandar et al., (2022:12502) which states that the use of Baamboozle media can increase student learning motivation because it provides a more interesting and interactive learning experience. Therefore, the use of Baamboozle media in this study also encourages student activeness during the assessment activities. The uniqueness of Baamboozle lies in the team-based game system and automatic scoring that fosters a competitive spirit between groups. In this study, the score results are displayed directly on each student's device although not on the teacher's device, indicating that this media is more oriented towards students' direct learning experiences.

Based on the scores obtained by each group, all groups are included in the capable category with the percentage of ability achievement reaching 100%. The scores obtained by the groups are used to describe the level of student understanding of the achievement of learning objectives as seen through three indicators, namely the students' ability to distinguish the structure of the LHO text from other text structures, determine the parts of the LHO text structure, and analyze information in the text that is in accordance with the LHO text structure. These findings also indicate that Baamboozle is able to provide a fun and effective learning experience. When viewed from a pedagogical perspective, Marwah & Ain (2022:73), Lestari & Suhartono (2026:505), explain that training and the use of Baamboozle interactive learning media can help teachers in developing more effective and interesting learning strategies. Furthermore, when analyzed from a professional perspective, Marwah & Ain (2022:74), Darmuki, & Hidayati (2019:50). state that the use of Baamboozle media as an interactive learning medium shows that the use of technology in education can enrich the learning process, increase student motivation and learning outcomes, and support the development of teacher professional competencies.

Student success remains heavily influenced by internal factors such as group collaboration, individual understanding of the material, and individual learning motivation. Furthermore, the use of Baamboozle emphasizes the importance of team-based learning, where success is determined by the contributions of all group members. This aligns with a collaborative learning approach that encourages students to share experiences and take responsibility for shared learning outcomes. The results of this study support the idea that interactive media such as Baamboozle can be an effective alternative for improving learning outcomes in LHO text learning. This media not only facilitates conceptual understanding in a fun way but also

encourages active and collaborative participation among students in a competitive and interactive learning environment. As a result of this argument regarding dependence on digital media, it is recommended that teachers provide an orientation or brief platform simulation beforehand to ensure students are not technologically challenged when the quiz begins.

The results of the study indicate that there are supporting and inhibiting factors in the use of Baamboozle media. Supporting factors include an attractive media display, ease of use, increased student enthusiasm, and the teacher's ability to manage the media during the learning process. These factors have a positive influence on the implementation of learning assessments because they can increase students' positive dependence and create a pleasant learning atmosphere. An attractive media display makes students more interested in participating in learning activities. In addition, the ease of use of the media allows teachers and students to operate Baamboozle without experiencing significant difficulties. High student enthusiasm during the activities is also a factor supporting the successful use of this media. Meanwhile, inhibiting factors include limited internet connection, inadequate devices, students' lack of prior experience in using digital media, and uneven student participation in group activities. These obstacles indicate that the use of digital media is still influenced by the availability of supporting learning facilities and infrastructure.

This study has advantages when viewed from the perspective of data analysis aspects, namely the use of qualitative descriptive techniques combined with automatic score data (real-time scoring) directly from the platform system, so that it is able to capture the dynamics of group activities and transparency of student achievement scores in real terms without teacher subjectivity bias. On the other hand, the weakness of this article lies in terms of sample size and number of variables, where the research subjects are only limited to one



class VIII at SMP Negeri 13 Tibawa with one focus on media variables, so that the level of effectiveness of Baamboozle media in other schools with varying regional characteristics and completeness of different technological infrastructure facilities cannot be generalized widely.

## CONCLUSION

The implementation of Baamboozle media in the learning assessment to identify the structure of the observation report text (LHO) in the class VIII of SMP Negeri 13 Tibawa has proven to provide a significant positive contribution. Through six systematic and team-based implementation stages, this digital platform successfully transformed the formative evaluation process into an interactive, competitive, and fun activity. The success of this process directly correlated with the achievement of student learning outcomes, where all groups managed to reach the “Capable” category with a classical achievement percentage level reaching 100%. Although the effectiveness of this media use in the field is still influenced by technical inhibiting factors such as fluctuations in internet network quality and inadequate devices, these dynamics can be anticipated tactically through the provision of a draft of a print-based backup question instrument and optimization of signal transmitter devices (portable hotspots) by teaching teachers.

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