



Edmodo as Technology-Based Formative Assessment: How it Enhances Reading Comprehension

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ABSTRACT

This study investigates the effectiveness of Edmodo as a technology-based formative assessment tool in enhancing students' reading comprehension. Employing a quasi-experimental design, the research involved two groups of junior high school students: an experimental class and a control class, each consisting of 30 students. While the control class employed traditional formative assessment methods, which included direct question-and-answer sessions during face-to-face instruction, the experimental class integrated Edmodo as a platform for technology-based formative assessment. Reading comprehension tests, administered as pre-tests and post-tests, served as the primary data collection instrument. The data were analyzed using SPSS 23 for descriptive statistics, N-gain, and t-test to assess the impact of the intervention. Results revealed that the experimental class, which utilized Edmodo, demonstrated significantly higher improvements in reading comprehension compared to the control class. The N-gain analysis highlighted a substantial increase in the experimental group's performance, indicating the effectiveness of Edmodo in supporting student engagement and understanding of reading materials. This study underscores the potential of technology-based formative assessments, particularly through platforms like Edmodo, in creating interactive, timely, and student-centered learning environments. By providing immediate feedback and fostering collaborative learning, Edmodo enhances students' comprehension skills, thereby offering an innovative approach to formative assessment in English language teaching. These findings advocate for the integration of digital tools into assessment practices to improve learning outcomes in reading comprehension.

Introduction

Information and communication technology has developed rapidly in the 21st century and it offers many benefits in variety sectors of life, including education (Berliana Islamiati et al., 2022). Lee & Nuruddin Hidayat (2019) deliver that since technology is regarded as a key instrument for education, implementing it in the learning process is crucial to enhancing the potential abilities of the younger generation. For this case, the teachers should become a generative role by modernizing their present teaching strategies with new materials, techniques, and resources that align with the needs of students.

The use of technology in education as we called e-learning can be the solution of what the student needs in their learning process. E-learning is a process of using internet-based technologies in a learning system to acquire competency and knowledge (Hadiyanto & Jambi, 2019; Putri & Susanti, 2022). Using technology in the classroom can help teachers achieve their teaching and learning objectives more efficiently. Moreover, students will experience a variety of learning environments, which may increase their motivation (Fani & Prabowo Kusumo, 2020; Gilakjani, 2017).

As we can see that nowadays students are very familiar with what we called technology. Their daily basis is not far from internet and social media, almost every day they use it to keep in touch with their relatives as well as possible, as if technology is their life and inseparable. Moreover, Asmadi Sakat et al. (2012) in their research indicated that using technology as a teaching media can improve the students' achievement. It can promote effective learning and boost the students' performances. In addition, teachers as facilitators should be able to create teaching with circumstances that actively engage students' motivation, helping them to achieve better academic outcomes. Not only in teaching media, but teachers also may use technology as media of assessing students in the learning process. Assessment is a part of both teaching and learning process. This activity attempts to determine the progress of students' achievement in learning materials.

An assessment is commonly recognized as an important activity in the teaching and learning cycle (Bijsterbosch et al., 2019; Luthfiyyah et al., 2020). Assessment is also primarily designed to foster students learning. Moreover, assessment plays a vital role in education since it may improve the quality of learning by providing timely feedback, guiding instructional decisions, and fostering student self-awareness and accountability. Effective assessment practices help identify learning gaps, tailor teaching strategies to meet diverse needs, and encourage active student engagement (Putri & Susanti, 2022; Webber, 2012). Moreover, assessment can promote a growth mindset, where students view challenges as opportunities for development, ultimately enhancing their motivation and overall academic achievement. For those aforementioned importance of assessment, the effective and appropriate assessment can influence to the students' English learning progress.

Formative Assessment for Reading Comprehension

Formative assessment for reading comprehension focuses on ongoing, diagnostic evaluations designed to provide immediate feedback to both students and teachers. It aims to monitor students' progress in understanding texts, identifying strengths and areas that need improvement. These assessments can take various forms, such as teacher observations, class discussions, comprehension questions, and student reflections, fostering a more personalized learning experience (Berliana Islamiati et al., 2022; Etfita, 2019; Putri & Susanti, 2022). Unlike summative assessments, which evaluate overall achievement at the end of a learning unit, formative assessments are embedded throughout the instructional process to guide teaching and enhance learning outcomes (As Sabiq & Ardiana, 2020; Fani & Prabowo Kusumo, 2020).

A key benefit of formative assessment in reading comprehension is its ability to provide actionable insights that inform instructional strategies. Teachers can adapt their approaches based on students' needs, offering targeted support such as scaffolding, differentiated instruction, and individualized feedback (Kapsalis et al., 2020; Sibel, 2018). This dynamic process not only addresses gaps in comprehension but also helps students develop metacognitive skills, such as self-monitoring and self-regulation (Hamedi et al., 2022; Putri & Susanti, 2022). Effective formative assessment encourages students to engage deeply with texts, analyze their own understanding, and actively participate in their learning journey.

Moreover, formative assessment fosters a supportive learning environment where students feel safe to take risks and make mistakes. By emphasizing progress rather than performance, it cultivates a growth mindset and builds students' confidence in their reading abilities. Tools like graphic organizers, peer assessments, and interactive questioning can enhance students' engagement and comprehension (Dmitrenko et al., 2021; Michael et al., 2019). Ultimately, the use of formative assessment in reading comprehension empowers both teachers and students to take an active role in the learning process, resulting in deeper understanding and improved literacy skills.

Edmodo as Technology-Based Formative Assessment

Edmodo is a digital platform designed to facilitate learning and collaboration between teachers and students, making it an effective tool for technology-based formative assessment. It allows educators to create a virtual classroom where they can post assignments, quizzes, polls, and discussion prompts to monitor student progress in real time. The platform's intuitive interface encourages student engagement while providing teachers with instant insights into learning outcomes (Agustiani et al., 2021; Kaba, 2019). Edmodo supports formative assessment by fostering continuous feedback and communication, enabling teachers to adjust instruction based on students' needs (Berliana Islamiati et al., 2022; Mahapatra, 2021)

One of Edmodo's strengths is its ability to support differentiated learning through customizable features. Teachers can design assessments tailored to individual or group needs, incorporating various question types such as multiple-choice, open-ended, and short-answer formats. The platform's automatic grading and analytics tools provide immediate feedback, helping students understand their performance and areas for improvement (Abduh, 2021; Ekmekçi, 2016). Additionally, Edmodo's collaborative tools, like discussion boards and peer feedback options, promote critical thinking and active participation, essential components of formative assessment.

Edmodo also enhances formative assessment by promoting a student-centered learning environment. Its gamification features, including badges and rewards, motivate students to stay engaged and take ownership of their learning (Abduh, 2021; Alghammas, 2020). Teachers can track student progress through the platform's reporting features, identifying trends and gaps in understanding. Furthermore, the integration of multimedia resources—such as videos, articles, and interactive content—supports diverse learning styles, ensuring that all students benefit from formative assessment practices (Mahapatra,

2021; Xuan et al., 2022) By leveraging Edmodo, educators can create a dynamic, interactive, and feedback-rich learning environment that drives continuous improvement and deeper learning.

Several studies have examined the use of Edmodo as an online formative assessment tool in English teaching and learning, highlighting its impact on student performance and engagement. Ngo and Ngadiman (2019) investigated Edmodo's influence in an ESP classroom using quantitative methods, involving 97 students from Surabaya College of Engineering. Their findings revealed high student engagement, with most using Edmodo for downloading materials, completing quizzes, and interacting with teacher posts. A questionnaire also showed positive student perceptions of Edmodo's effectiveness in supporting learning activities. Similarly, Halil (2020) explored Edmodo's efficacy at Universitas Sembilan belas November Kolaka (USN Kolaka). His study found that students appreciated Edmodo for its accessibility and data efficiency, with high involvement rates in online lectures and assessments.

Further studies focused on Edmodo's role in improving learning outcomes and comprehension skills. Putri and Susanti (2022) conducted pre-experimental research to assess Edmodo's impact on students' reading comprehension of recount texts. Their study of tenth-grade students demonstrated significant improvements in reading performance after using Edmodo for formative assessments. Additionally, students expressed positive perceptions of the platform's usefulness in enhancing their comprehension skills. Prastikawati et al. (2022) employed a mixed-method approach to analyze secondary students' perceptions of Edmodo in English learning. Their findings highlighted Edmodo's ease of use, effectiveness in facilitating learning, and student satisfaction, although some challenges in usage were noted.

Finally, Solihin and Muhria (2023) evaluated the effectiveness of a blended learning model using Edmodo in English courses. Their experimental research demonstrated that students participating in Edmodo-based blended learning achieved better academic outcomes compared to those in traditional face-to-face instruction. The study emphasized that Edmodo's integration not only improved learning outcomes but also facilitated more effective content delivery and engagement through a structured and interactive learning process. Collectively, these studies underscore Edmodo's potential as a versatile tool for enhancing formative assessment and fostering meaningful learning experiences.

The study offers a novel contribution by specifically examining the effectiveness of Edmodo in improving reading comprehension among EFL students in the eighth grade of junior high school using a quasi-experimental research design. Unlike previous studies, which focused on broader applications of Edmodo in ESP contexts, online lectures, and general English learning, this study narrows its focus to a critical language skill—reading comprehension—and targets a younger demographic. By employing a rigorous quasi-experimental approach, it aims to provide empirical evidence on how Edmodo can enhance reading outcomes, offering insights that address both pedagogical strategies and the unique challenges faced by junior high school EFL learners. To reach that objective, this study

follows the research question “How is the effectiveness of Edmodo as technology-based assessment to enhance EFL students’ reading comprehension?”

Research Methods

Based on the statements of the problem, this current study employs a quantitative research design by applying quasi-experimental research. The participants of this study are the students in SMP N 10 Semarang. In this study the writer will have two classes/groups including an experimental class and control class. In experimental class, the students will be taught using Edmodo as a treatment. Meanwhile, in the control class, the students will not be taught using Edmodo. For both groups are administered pre-test and post-test as the process in collecting the data. Table 1 presents the total amount of sixty students in this study.

Table 1. *Sample of the research*

No	Class	Amount
1	VIII A	30
2	VIII B	30
Amounts of Samples		60

This study involved by students as the samples of those sixty students were divided into control class (30) and experimental class (30). In the control class, traditional formative assessment was applied. In this study, traditional formative assessment refers to methods that do not involve technology. The control class utilized direct question-and-answer meetings during the teaching and learning process. On the other hand, the experimental class implemented Edmodo as a technology-based formative assessment tool.

To collect the data, this study utilized reading comprehension tests; pre reading comprehension test and post reading comprehension test. The analysis was conducted for classes utilizing Edmodo as an online formative assessment, as well as for those employing conventional evaluation methods. In this study, multiple data points were analyzed through several of systematic steps.

1. The analysis of students' reading pre-test and post-test results was conducted using SPSS 30. After gathering the necessary data, the researchers calculated the mean scores for both the pre-test and post-test in the experimental and control groups. These mean scores were then categorized based on criteria adapted from Yunista et al. (2022) as outlined below.

Table 2. *Grading Scale*

No	Interval Level	Scores' Categories	Integrity	Predicate
1	86-100%	A	4	Excellent
2	76-85%	B	3	Good
3	60-75%	C	2	Average
4	55-59%	D	1	Poor
5	<54%	E	0	Bad

2. Analyzing the significant differences between students' reading tests using traditional formative assessment and Socrative as an online formative assessment, calculated using SPSS 30.
3. The data collected from a closed questionnaire on students' perceptions was analyzed. Once gathered, the data was processed using SPSS 30 to calculate the Mean (M) and Standard Deviation (SD).

Findings

The findings of this study are categorized into three key areas: the reading comprehension achievements of students taught using traditional formative assessment, the achievements of those taught using Edmodo as a technology-based formative assessment, the comparative effectiveness of these approaches as determined by N-gain analysis, and t-test measurement.

The Effectiveness of Edmodo as Technology-Based Formative Assessment to Enhance Reading Comprehension

The first research problem was how students' reading comprehension who taught using traditional formative assessment. The writer used the opportunity of four meetings to collect pre-test and post-test data from the control class using traditional formative assessment. In the practice of traditional formative assessment, students were indirectly questioned in the classroom and provided with material-related questions without technology involvement. Following the pre-test, the control group participated in four meetings where they were taught using conventional formative assessment without technology. In the first meeting, students were introduced to reading comprehension materials. The second meeting involved administering a pre-test on reading comprehension skills to serve as a baseline for classroom instruction. During the third meeting, students received targeted instruction aimed at enhancing their understanding, with the material explained thoroughly and its impact assessed afterward. Finally, a post-test was conducted to evaluate the students' abilities following the intervention. Finally, a post-test was administered to evaluate students' reading comprehension skills. Additionally, a traditional formative assessment with direct questioning was used, tailored to the themes covered during the lessons.

Table 3. Description of Pre-test and Post-test for Control Class (Mean Score)

Students' type of test	Students' Score	Scoring Categories
Pre-test	59.1	D (Poor)
Post-test	66.47	C (Average)

Prior to Table 3, students in the control class, who experienced traditional formative assessment, demonstrated limited improvement in their reading comprehension skills. Before receiving any instructional intervention, their pre-test mean score was 59.1, classified as "Poor." This low score reflects a lack of familiarity with the material and the inherent challenges of traditional formative assessment methods, which rely heavily on direct questioning and teacher-led discussions without the support of interactive tools or technology.

Over four instructional meetings, the control class underwent targeted lessons to improve their comprehension, including direct explanations and face-to-face discussions.

Despite these efforts, the post-test results showed a modest increase to a mean score of 66.47, categorized as "Average." This slight improvement suggests that while traditional formative assessment can positively influence learning, its capacity to engage students and address individual learning gaps is limited compared to more innovative approaches.

Meanwhile, Edmodo web platform was utilized to evaluate its effectiveness in improving students' reading comprehension. Over four sessions, the platform was integrated into teaching and learning activities focused on English skills, particularly reading comprehension. This group, consisting of 30 students, was determined as the experimental class due to the use of Edmodo during the lessons. Prior to introducing the platform, students completed a pre-test to assess their reading comprehension skills. The students' scores on Experimental class are presented in table 4.

In the experimental class, where Edmodo was implemented as a technology-based formative assessment tool, students achieved more substantial improvements. The pre-test mean score for this group was 61.37, categorized as "Average," which was slightly higher than the control class. This baseline indicates a similar starting point in comprehension ability before the intervention.

Table 4. Description of Pre-test and Post-test for Experimental Class (Mean Score)

Students' type of test	Students' Score	Scoring Categories
Pre-test	61.37	C (Average)
Post-test	77	B (Good)

The experimental class achieved an average pre-test score of 61,37, categorized as average. During this test, students relied on traditional formative assessments and had not yet received any instruction related to reading comprehension. Following the pre-test, students in the experimental class participated in four meetings using online formative assessments. In the first meeting, the writers introduced reading comprehension materials for the pre-test, while the second meeting involved administering the pre-test as a basic measure of reading comprehension achievement.

The integration of Edmodo transformed the teaching and learning process by enabling interactive online assessments, providing immediate feedback, and fostering student engagement. Students engaged with reading materials through structured activities, quizzes, and discussions facilitated on the platform. After four meetings, their post-test mean score rose significantly to 77, classified as "Good." The improvement highlights the effectiveness of technology-based assessment tools like Edmodo in creating an interactive and personalized learning environment that better meets students' needs.

Furthermore, the N-Gain measurement and t-test measurement was also conducted to evaluate the effectiveness of using Edmodo as online formative assessment in the experimental class compared to the impact of direct questioning employed in the control class.

To quantify the impact of the interventions, an N-gain analysis was conducted, comparing the control and experimental classes. The results of Table 5 revealed a stark contrast in the effectiveness of the two assessment approaches.

Table 5. *N-Gain Measurement for Control Class and Experimental Class*

	N	Minimum	Maximum	Mean	Std. Deviation
N-Gain of the control group	30	-260	81	2.61	80.335
N-Gain of the experimental group	30	-89	100	42.12	52.768
Valid N	30				

The control class achieved a mean N-gain score of 2.61, reflecting minimal improvement in comprehension. This outcome underscores the limitations of traditional formative assessment methods, which may lack the ability to address diverse learning styles or provide timely feedback. In contrast, the experimental class achieved a mean N-gain score of 42.12, signifying a marked improvement in reading comprehension. This significant gain highlights the effectiveness of Edmodo as a formative assessment tool in fostering active learning and sustained engagement. The platform's ability to provide immediate feedback, track progress, and deliver tailored learning experiences likely contributed to the students' enhanced performance.

Table 6. *Descriptive Statistics of Hipotesis Testing*

	Hypothesis	Test-used	Average	Standard deviation	Test statistics	Sig. Value	Desc
1.	There is significant difference in the average before and after the use of traditional methods in the control class	Wilcoxon	Pre=59.1; X post= 66.47	SD pre=.52001 SD post=.61202	2.61	0.000	Ho accepted
2.	There is significant difference in the average before and after the use of application of Edmodo as a technology-based assessment in the experimental class	Paired test	Pre=55,7 Post=80.1	SD pre=.71240 SD post=.89110	42.12	0.000	Ho accepted
3.	There is a significant in the use od traditional method in the control class with the application of Edmodo as formative assessment in the experiment class	Independent t-test	Control=0.52 Experimental=0.78	SD control=.60042 SD experimental=.07999	-3.210	0.000	Ho accepted

The study examined three hypotheses using different statistical tests to analyze the effectiveness of traditional methods and Edmodo-based assessment. Statistical analysis revealed significant findings across all three hypotheses ($p < 0.000$ for all tests).

In the control class, the Wilcoxon test showed a significant difference in pre and post-test scores using traditional methods (pre-test $M = 59.1$, $SD = .52001$; post-test $M = 66.47$, $SD = .61202$; test statistic = 2.61, $p < 0.000$). This indicates a meaningful improvement in student performance after implementing traditional methods.

For the experimental class using Edmodo as a technology-based assessment, the paired t-test demonstrated a more substantial improvement (pre-test $M = 55.7$, $SD = .71240$; post-test $M = 80.1$, $SD = .89110$; test statistic = 42.12, $p < 0.000$). The larger mean difference suggests that the Edmodo-based assessment may have been more effective than traditional methods.

The independent t-test comparing the two approaches revealed significant differences between the control group using traditional methods ($M = 0.52$, $SD = .60042$) and the experimental group using Edmodo ($M = 0.78$, $SD = .07999$; test statistic = -3.210, $p < 0.000$). This comparison suggests that the implementation of Edmodo as a formative assessment tool yielded better results compared to traditional assessment methods.

Discussion

The findings of this study reveal that Edmodo significantly enhances students' reading comprehension by facilitating interactive, continuous formative assessment. Students in the experimental group, who used Edmodo as a platform for reading tasks, quizzes, and feedback, demonstrated notable improvements in comprehension compared to those in the control group. This aligns with Putri and Susanti (2022), who also found that Edmodo positively influenced students' reading comprehension through formative assessments, highlighting its role in fostering deeper engagement with texts. The platform's interactive features, such as instant feedback and diverse question types, likely contributed to the observed improvement in reading outcomes (Ngo & Ngadiman, 2019; Putri & Susanti, 2022)

One key factor in Edmodo's success is its ability to provide immediate feedback, which enhances learning efficiency and allows students to correct misunderstandings in real time. This is consistent with the findings of Ngo and Ngadiman (2019), who observed high student engagement and positive perceptions when Edmodo was used for quizzes and feedback. The availability of resources and teacher posts on the platform also encouraged students to revisit materials, reinforcing their comprehension skills. By incorporating quizzes, polls, and peer discussions, Edmodo fostered a collaborative learning environment that promoted active participation, a crucial element in developing reading comprehension.

The study also highlights the role of differentiated instruction facilitated by Edmodo. Teachers could tailor reading tasks and formative assessments to meet the varied needs of students, which is in line with Halil (2020), who emphasized Edmodo's accessibility and ability to direct learning effectively. The flexibility of the platform allowed teachers to create assignments that catered to different proficiency levels, ensuring that all students were appropriately challenged. This personalized approach likely contributed to the enhanced reading outcomes observed in the study.

Furthermore, the study underscores the motivational impact of using technology-based formative assessment. Edmodo's gamification features, such as badges and points, increased student motivation and engagement. This finding is supported by Prastikawati et al. (2022), who noted that students found Edmodo easy to use and effective in promoting active learning. The ability to track progress and receive instant rewards fostered a sense of achievement and encouraged students to take ownership of their learning, which is critical for sustained academic success.

The study's focus on EFL students in junior high school also provides new insights into the applicability of Edmodo in younger learner contexts. While previous research, such as Solihin and Muhria (2023), explored Edmodo's effectiveness in higher education and blended learning environments, this study demonstrates its potential in enhancing reading comprehension in secondary education. The findings suggest that Edmodo can bridge the gap between traditional and digital learning, making it an effective tool for EFL instruction at various educational levels. Despite the positive outcomes, the study also identified challenges in using Edmodo, including students' initial unfamiliarity with the platform and limited access to digital devices. These issues were similarly noted by Prastikawati et al. (2022), who reported that while students appreciated Edmodo's features, some faced difficulties in navigating the platform. Addressing these challenges through proper orientation and access to resources is essential to maximize the platform's benefits.

In conclusion, this study contributes to the growing body of literature on technology-based formative assessment by demonstrating Edmodo's effectiveness in enhancing reading comprehension among junior high school EFL students. The findings align with and expand upon previous research, emphasizing Edmodo's potential as a versatile and impactful tool in language learning. Future research could explore the long-term effects of Edmodo on reading comprehension and its integration with other digital platforms to further support EFL learners.

Conclusion

This study concludes that Edmodo, as a technology-based formative assessment tool, significantly enhances reading comprehension among EFL students in junior high school. By providing immediate feedback, facilitating differentiated instruction, and fostering interactive engagement, Edmodo creates a dynamic learning environment that promotes deeper understanding and active participation in reading activities. The findings underscore the platform's potential to bridge the gap between traditional and digital learning, making it an effective tool for formative assessment in secondary education. Moreover, students' positive responses and improved performance highlight the importance of integrating technology into formative assessment practices to support meaningful learning outcomes.

While this study demonstrates Edmodo's effectiveness in enhancing reading comprehension, future research could explore several areas to build on these findings. First, longitudinal studies could investigate the long-term impact of Edmodo on students' reading development and overall language proficiency. Second, comparative studies involving other digital platforms could provide insights into the relative effectiveness of different

technology-based formative assessment tools. Additionally, qualitative research focusing on teachers' experiences and challenges in implementing Edmodo could offer valuable perspectives for improving its integration into classroom practice. Finally, future studies could examine the use of Edmodo in other language skills, such as writing and speaking, to provide a more comprehensive understanding of its role in EFL learning

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