

The Implementation of the Quizizz Platform as an Evaluation Medium for Teachers and Students in High School Education

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Abstract: Interactive learning is the main choice in the world of modern education to increase student participation and involvement in the learning process. One popular tool for interactive learning evaluation is the Quizizz platform. This article discusses the implementation of Quizizz as an evaluation medium in interactive learning. We present field research involving teachers and students from several schools over a certain period of time. The research results show that positive responses from teachers and students towards the use of Quizizz play a key role in increasing students' interest, motivation and attitudes in learning and the effectiveness of learning evaluation.

Keywords: High School Education, Learning Evaluation Medium, Quizizz Platform

A. Introduction

Education is an evolving process, and the use of technology has opened many doors to enhance the effectiveness of learning. In interactive learning, teachers must find ways to make learning evaluations more engaging and meaningful for students. One platform that has caught the attention of many educators is quizizz (Sakina et al., 2020). This platform allows teachers to create interactive quizzes with various options, facilitating active student engagement during the evaluation process. Quizizz is an interactive learning application that can be used by teachers to teach subject matter to students (Pitoyo et al., 2020). It enables teachers to create online quizzes that students can access through electronic devices such as smartphones or computers (Jorge et al., 2013).

Quizizz can be used as formative assessment in learning, assisting both teachers and students in understanding students' progress in comprehending the material (Puspitayani et al., 2020). This application can also make learning activities more enjoyable with features like avatars, themes, memes, and music. Teachers can monitor the learning process and evaluate student performance using reports after the quiz is completed (Cleary & Zimmerman, 2004). Despite its benefits, many teachers are still unaware of and not using quizizz in the learning process.

Based on observations and interviews conducted by researchers, some high school teachers in Muara Enim utilize the quizizz application for their learning

evaluations. The researchers themselves have also conducted daily quizzes and assigned homework using quizizz. From interviews with teachers at SMA Negeri 1 Lubai Ulu who use the quizizz application as an evaluation medium, they reported that quizizz significantly aids them in conducting evaluations. Quizizz offers a diverse question bank, allows for exporting of grades in Excel format, and can be used for both homework and real-time assessments. Additionally, assessment activities can be monitored and the timing can be controlled.

Researchers also questioned the students about their assessment of quizizz as an evaluation medium. Most students answered that daily quizzes or assignments using quizizz made them enthusiastic about answering questions. They could immediately see the results of the quizzes they completed. The positive impact of using quizizz for evaluations is an enhancement in students' learning outcomes. This raises a question for the researchers: whether teachers in other schools are also using quizizz and whether it can improve students' learning outcomes in other schools as it has for the researchers. Based on this background, the researchers aim to analyze the implementation of using the quizizz platform as an evaluation medium for teachers and students in high school education in Muara Enim Regency.

B. Methods

This research was conducted through a descriptive qualitative approach involving an A-accredited State High School in Muara Enim Regency as the research subject. The teachers involved in this study have implemented quizizz in their learning evaluation processes. Additionally, the researchers collected feedback from students regarding the use of this platform and their experiences with it in their learning through a survey data collection technique. The survey technique is a data collection method carried out by distributing questionnaires to a number of subjects, without any conditioning of the subjects. In this research, it will be conducted by examining the indicators of the mean or average where students and teachers express agreement with the use of the quizizz application according to the indicators queried. The data collection tool in this research utilized questionnaires/surveys distributed to students and teachers. Research data was collected by disseminating surveys to the entire research sample using the Google Forms application.

C. Results and Discussion

Results

Implementation of the Quizizz Platform as a Learning Evaluation Medium for High Schools in Muara Enim Regency for Teachers

From the conducted research, 38 teacher respondents were obtained from 4 State High Schools in Muara Enim. The data can be seen in the following Table 1.

| No | School Names | Frequency | Percentage |
|----|----------------------------|-----------|------------|
| 1. | SMA Negeri 1 Gelumbang | 3 | 7.9 |
| 2. | SMA Negeri 1 Lembak | 14 | 36.8 |
| 3. | SMA Negeri 1 Lubai Ulu | 7 | 18.4 |
| 4. | SMA Negeri 1 Tanjung Agung | 14 | 36.8 |
| | Total | 38 | 100.0 |

The obtained respondents are teachers who use quizizz as an evaluation medium. There are 15 questions presented in the questionnaire, divided into three indicators: interest, motivation, and attitude in the form of a Google Form. The research results obtained from teacher respondents in the four surveyed schools on average show a positive response to the implementation of the quizizz platform as a learning evaluation medium in terms of students' interest, motivation, and attitude. This can be seen in Table 2 below.

Table 2. Results of Quizizz Implementation as a Learning Evaluation Medium for Teachers based on the Interest Indicator

| Interest Indicator | Percentage (%) | | | |
|---|----------------|-----|------|------|
| | 1 | 2 | 3 | 4 |
| Students feel inclined to redo evaluations on quizizz. | - | - | 55,3 | 44,7 |
| Students are very enthusiastic about completing learning evaluations through quizizz. | - | - | 52,6 | 47,4 |
| Learning evaluations through quizizz are enjoyable due to features like memes and music. | 2,6 | 2,6 | 39,5 | 55,3 |
| Completing evaluations through quizizz is not monotonous due to the inclusion of video features in the questions. | - | - | 42,1 | 57,9 |

Based on the provided data, there are four interest indicators being measured, where teacher respondents provided opinions regarding students' learning evaluations through the quizizz platform. These indicators are rated on a scale of 1 to 4, where 1 represents "Disagree," and 4 represents "Strongly Agree." From the table above, it can be observed that a majority of teacher respondents (44.7% + 55.3% = 100%) stated that a majority of students are willing to redo evaluations, and similarly, a majority of students (47.4% + 52.6% = 100%) demonstrated high enthusiasm in completing learning evaluations through quizizz (Scores 3 and 4). Likewise, a majority of students (55.3% + 39.5% = 94.8%) according to teacher respondents found learning evaluations through quizizz enjoyable due to features like memes and music (Scores 3 and 4), and most students (57.9% + 42.1% = 100%) stated that completing evaluations

through quizizz is not monotonous due to the inclusion of video features in the questions (Scores 3 and 4).

The research results indicated that 2.6% of teachers disagreed or slightly disagreed (Scores 1 and 2) that learning evaluations through quizizz are enjoyable due to features like memes and music. Based on interviews conducted by the researcher with these teachers, both of whom are from SMA Negeri 1 Tanjung Agung, they expressed this opinion because they had not set up music or memes during the quizizz evaluation sessions.

Based on the above, we can conclude that the majority of teachers believe that most students show positive interest in learning evaluations through quizizz. They are willing to redo evaluations on quizizz, demonstrate high enthusiasm, find the evaluations enjoyable due to features like memes and music, and do not find them monotonous due to the inclusion of video features in the questions. This indicates that the use of quizizz in learning has been well-received by the students.

Table 3. Results of Quizizz Implementation as a Learning Evaluation Medium for Teachers based on the Motivation Indicator

| Motivation Indicator | 1 | 2 | 3 | 4 |
|--|---|-----|------|------|
| Students are more focused when completing evaluations on quizizz | - | 2,6 | 63,2 | 34,2 |
| Students are more enthusiastic about doing homework through quizizz | - | - | 60,5 | 39,5 |
| Achieving high scores using the quizizz evaluation medium makes students more motivated to learn | - | 2,6 | 57,9 | 39,5 |
| Using the quizizz medium makes students practice questions frequently | - | 5,3 | 57,9 | 36,8 |
| Students encounter new challenges in each quizizz question completion | - | - | 65,8 | 34,2 |
| Students are motivated by the ranking provided at the end of quizizz question completion | - | 2,6 | 52,6 | 44,7 |

Based on the given data from teacher respondents, there are four motivation indicators observed with a rating scale from 1 to 4. From the data, it can be seen that, Students are more focused when completing evaluations on quizizz, Students are more enthusiastic about doing homework through quizizz, Achieving high scores using the quizizz evaluation medium makes students more motivated to learn, Using the quizizz medium makes students practice questions frequently, Students encounter new challenges in each quizizz question completion, Students are motivated by the ranking provided at the end of quizizz question completion. From the table above, it's also noticeable that 1-2 teachers slightly disagree with some of the motivation indicators. Through interviews conducted by the researcher with these teachers, it was

found that this disagreement arose because the teachers did not observe aspects aligned with the motivation indicators during students' Quizizz activities.

Table 4. Results of Quizizz Implementation as a Learning Evaluation Medium for Teachers based on the Attitude Indicator

| The Attitude Indicator | 1 | 2 | 3 | 4 |
|---|-----|------|------|------|
| Setting a time limit during evaluations on quizizz can reduce cheating attempts. | 2 | 10.3 | 61.7 | 23.9 |
| Randomizing questions on quizizz reduces student collaboration in cheating. | 1.8 | 8.3 | 59.4 | 28.7 |
| Setting a time limit during evaluations on quizizz can enhance discipline | 3 | 5.3 | 67.5 | 25.4 |
| With the quizizz application as a learning evaluation medium, it's easier for me to independently grasp the subject matter. | 1.8 | 9.8 | 65.7 | 21.7 |
| With the quizizz application, my digital literacy skills have improved. | 1.3 | 8.1 | 67 | 22.7 |

Based on the provided data description, it can be concluded that according to teacher respondents, the majority of students tend to respond positively to the use of quizizz as an evaluation and learning tool. This platform successfully enhances students' motivation in completing evaluations, homework, and boosts learning enthusiasm through challenges and rankings provided.

The research results indicate that the majority of students hold a positive attitude towards the use of the quizizz platform as a learning evaluation tool. Time limit settings and question randomization are perceived as effective strategies to reduce cheating. Additionally, utilizing quizizz as an evaluation medium also aids students in self-directed learning and enhances digital literacy skills. Similarly, regarding the attitude indicators, there are some students who disagree or strongly disagree (Scores 1 and 2) with the statements related to attitude indicators.

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Discussion

Implementation of Quizizz Platform as a Learning Evaluation Medium for High School Teachers in Muara Enim Regency

The implementation of the quizizz platform as a learning evaluation tool for teachers has yielded positive results. Based on the responses of the teachers as

participants, it is evident that the majority of students demonstrate interest and a positive attitude toward the utilization of the quizizz platform as a tool for learning evaluation. They find it engaging, enthusiastic, and enjoyable to complete evaluations through quizizz. Additionally, Quizizz is deemed effective in enhancing students' motivation to concentrate, learn with enthusiasm, and practice solving questions.

The implementation of time limits and question randomization is also viewed as beneficial in reducing instances of cheating. Utilizing quizizz as an evaluation medium also aids students in comprehending lessons independently and enhances their digital literacy skills. These findings underscore that quizizz is an effective tool that can enhance the quality of learning and students' learning motivation. These conclusions align with the research of Basuki & Hidayati (2019), which demonstrates that quizizz brings remarkable progress, captivating students, fostering addiction, and motivating them to learn and achieve better outcomes.

The positive outcomes resulting from the implementation of quizizz as a learning evaluation medium emphasize the substantial benefits it offers to the learning process and students' learning motivation. The positive response from teachers, highlighting students' interest, is of paramount importance. Teachers gauge student interest based on their engagement and enthusiasm in utilizing the platform as a learning evaluation medium.

The positive results lead to the inference that employing the quizizz platform for evaluation can enhance students' participation and engagement in the evaluation process, thereby rendering evaluations more meaningful and effective. This is in line with Satar research, stating that the use of quizizz makes learning enjoyable and encourages students to be concerned about learning materials, thereby fostering students' learning interest (Sattar et al., 2021). Similarly, Fitria research states that students approve of quizizz's ease of use, enjoyable question practice, assistance in reviewing learning materials, and stimulation of their learning interest (Fitria, 2013).

Moreover, quizizz's application not only enhances students' learning interest but also their motivation to learn (Paramadhika, 2023). One critical aspect of successful learning is students' motivation. Through the use of quizizz as a learning evaluation medium, students are more motivated to concentrate while completing evaluations, enhance their learning enthusiasm, and engage in more question practice. Engaging features such as memes, music, and video within questions likely play a role in augmenting students' interest and enthusiasm.

This aligns with Amany's research, which states that students perceive quizizz-based learning evaluations as enjoyable and motivating for learning (Amany, 2020). Similarly, the study by Fitriyana underscores quizizz's suitability as the preferred medium for implementing learning evaluations to boost students' learning motivation (Fitriyana et al., 2023). These experts' opinions are consistent with the research conducted among teachers, indicating that the implementation of the quizizz platform as an evaluation tool enhances learning motivation.

The time allocation in quizizz aids in teaching students time management skills. They are required to complete evaluations within specified time limits, which fosters

discipline and concentration among students while solving questions (Zainuddin et al., 2020). Additionally, question randomization helps prevent potential cheating or collaboration among students during evaluations. This concurs with the research by Purwati et al. (2022), which posits quizizz as an alternative for presenting interactive tasks and tests. This application encourages students to approach tasks diligently and minimizes cheating, as each student receives uniquely randomized practice questions automatically. Darwanan research (2022) supports this, explaining that during quizizz quizzes, each student receives different questions automatically due to system-based randomization, effectively minimizing cheating (Darmawan et al., 2020).

The viewpoints of Winarti highlight that quizizz's available features can also be used to cultivate character values such as honesty, independence, discipline, and responsibility (Winarti et al., 2021). Based on the opinions of the above researchers, it can be concluded that utilizing quizizz as an evaluation tool provides students the opportunity to learn with independence, honesty, discipline, and responsibility.

Furthermore, the integration of technology in quizizz also enhances students' digital literacy skills, a critical competency in the digital era (Rukiye Degirmenci, 2021). According to Asria, the user-friendly nature and rapid assessment process position quizizz as a suitable application for supporting the learning revolution 4.0, thereby fostering strong student interest and motivation (Asria et al., 2021). Students must also possess several competencies to respond effectively to the challenges of Industry 4.0. These competencies encompass collaborative and communicative skills, communication and information technology literacy, problem-solving and critical thinking skills, innovative and creative thinking skills, media and information literacy, and contextual learning skills (Dito & Pujiastuti, 2021).

The research conducted among teachers indicates a positive response, demonstrating that quizizz is effective in enhancing the quality of learning. The platform provides an engaging, interactive, and enjoyable learning experience. Teachers can harness the data and evaluation outcomes provided by quizizz to evaluate teaching effectiveness and refine teaching methods further. This is in alignment with Angraini et al. (2021), which explains that quizizz is utilized by students after learning the material and collectively discussing it in the final session through a quiz game, thus enhancing learning quality by incorporating innovative methods that keep students motivated to learn.

Implementation of Quizizz Platform as a Learning Evaluation Medium for High School Students in Muara Enim Regency

The research findings based on questionnaire responses from students indicate that the majority of students exhibit interest, motivation, and a positive attitude towards the utilization of the quizizz platform as a tool for learning evaluation. This means that students find the process of completing evaluations through quizizz engaging and enthusiastic, finding it enjoyable due to the presence of captivating features like memes, music, and video within the questions. This suggests that quizizz successfully captures students' attention and interest, leading them to actively

participate in the learning evaluation process. As Menurut Aini points out, one of the benefits of quizizz is its capacity to adapt from conventional learning methods to technology and information-based learning, thereby enhancing students' interest by delivering creative, innovative, and enjoyable learning experiences (Aini, 2019).

Furthermore, the use of quizizz is deemed effective in enhancing students' motivation. They become more focused while completing evaluations, their enthusiasm for learning grows, and they frequently practice solving questions through this platform. Features like time allocation and question randomization in quizizz are also considered helpful in reducing the potential for cheating, making evaluations fairer and more accurate in measuring students' comprehension and abilities.

Additionally, the use of quizizz as a learning evaluation medium offers benefits in terms of promoting independent learning and digital literacy skills among students. With the presence of this application, students find it easier to comprehend lessons independently, thereby boosting their self-reliance and understanding of the subject matter. Moreover, their digital literacy skills also improve as they become accustomed to using technological platforms for their learning processes.

Taken together, the research findings from the participating students of four State High Schools in Muara Enim Regency underscore that quizizz is an effective tool that has a positive impact on enhancing the quality of learning and students' learning motivation. The use of this platform helps create an engaging, interactive learning environment that motivates students to actively participate in the learning evaluation process.

Additionally, innovative features such as memes, music, videos, and rankings play a pivotal role in creating an enjoyable and appealing learning experience for students. This aligns with the viewpoints of (Halimah & Zulheddi, 2023), who emphasize that the use of the quizizz application not only impacts the learning process positively but also enhances motivation among students. As students engage in assignments provided by teachers or delve deeper into the subject matter, the use of the quizizz application yields positive effects on the learning process. Students become more motivated to complete assignments given by teachers, the learning process becomes more engaging and less monotonous, positive interactions between educators and students are fostered, and educators' creativity is enhanced through the utilization of quizizz's features.

D. Conclusion

Quizizz as an evaluation tool in interactive learning has proven to be effective in enhancing students' interest, motivation, and attitude during the evaluation process. Positive responses from teachers play a crucial role in creating an enjoyable and meaningful learning environment. By continually integrating technology into education, educators can achieve better learning outcomes and provide a more positive learning experience for students.

E. Acknowledgement

It is advisable that teachers receive adequate training concerning the utilization of *quizizz* and how to optimize its features in teaching. Teachers should develop quiz content that is relevant and of high quality to ensure alignment with learning objectives and the ability to assess deep conceptual understanding.

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