



Students' Perception On Quizizz As Online Quiz Learning Tool

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Abstract

Digital technology can be used as media in the learning process. One of the innovations that can be used by a teacher in the digital learning process is the assignment or quiz to students. The quiz can be used by the teachers to figure out how far students master the material and for students, it is very useful to find out how far they master the material. Online quizzes are expected to be able to make students active towards active learning. This study looked at Quizizz as a digital game-based learning tool for doing English quizzes while learning from a distance. Its goal was to find out how students saw Quizizz as a tool for digital quiz-based learning and how it was used for formative assessment. This research uses descriptive qualitative research. The subject of the research was third semester students of STKIP AL Maksum. The data were collected using questionnaire. The questioner will be given by google form. The results of this study showed that students liked Quizizz as a digital quiz-based learning tool because it helped them learn and got them involved, had clear rules and goals, clear results and immediate feedback, and let them talk to each other. They also did well on the formative assessment quiz Quizizz in English class. Also, the activities on Quizizz let students show what they knew, got feedback, and took charge of their own learning.

Key words: students' perception, Quizizz, online quiz.

I. Introduction

The use of electronic or digital media has become widespread in today's society, especially by teachers and students in the classroom. Using digital technology as an alternative approach is possible (Rahmah et al., 2019). There are numerous classroom tools and websites available today that allow teachers to create or distribute quizzes and polls during class (Chaiyo & Nokham, 2017) . Students need to use information and communication technology to meet the 21st-century skills (Diana et al., 2021). Due to the COVID-19 pandemic, there is a lot of growth in the use of digital technology in Indonesia right now. During the pandemic, the government will put out a policy on hybrid learning at the end of 2021. This is a mix of in-person and online classes. Digital technology can be used as media in the learning process. Media literacy is one of the basic skills individuals must possess in the 21st century and has become a central and inseparable part of life (Ramadhan et al., 2019). There are lots of applications and websites which can be used by students to assist them to learn. Digital technologies engender prospects for active learning and engage learners in the online learning experience. Many pedagogical theories explain the role of technology in teaching and how digital technology helps people learn (Nuci et al., 2021). Educational apps on the internet make it possible for students and teachers to talk to each other in a virtual

classroom, which gets them more excited about learning. Education is an attempt to teach students what they need to know to reach their goals (Rozana et al., 2018). Educational institutions should have enough room for the development of technology, which is expected to help students learn more effectively in the classroom. (Mulyadi et al., 2019).

The assignment or quiz can be used by a teacher as a new way to help students learn in a digital setting. Using apps to learn has shown that the model is just as viable and effective as a new one (Yusoff et al., 2021). This is one of the media to develop student's motivation in learning. The media give direct experience and can be used to communicate through computers, the Internet, and other means (Novelti et al., 2018). One that can be integrated with the help of technology in learning is the use of digital teaching materials or electronic teaching materials, either in the form of books, modules, student worksheets, and so on. (Ramadhan, Sukma, Indriyani, et al., 2019). Teachers can use the quiz to find out how well their students know the material, and students can also use it to find out how well they know the material. Online quizzes are supposed to get students to do things that will help them learn. Higher education institutions are putting more and more emphasis on active learning to help students develop higher-order thinking and connect knowledge to meaning (Cook & Babon, 2017). Students are involved in finding problems that go to the heart of the subject being taught (Hartidini & Ratna, 2018). This study looked at Quizizz as a digital game-based learning tool for doing English quizzes while learning from a distance. Its goal was to find out how students saw Quizizz as a tool for digital quiz-based learning and how it was used for formative assessment.

This quizizz application will be applied to students of English Department of STKIP AL Maksum Langkat on third semester to assess how students' perception on Quizizz as Digital Game-Based Learning tool to support English lessons. The research results can also be used as motivation for students and new methods in the development of education.

II. Literature Review

Quizizz or quizizz.com is a digital platform in the form of an online-based assignment, test, or quiz application. Quizizz is a student engagement platform that allows teachers to conduct interactive lessons and quizzes with their students. The interactive quizzes made can be in the form of essays and multiple choices which have up to 5 answer choices including the correct answer and an image can be added to the background of the question. Quizizz is an educational app that is based on games. It brings multiple players into the classroom and makes classwork fun and interactive (Purba, 2019). Alternate choice is a special case of single-choice questions, which only have two options. In the multiple-choice format, more than one of n items can be right (Enders et al., 2021). It facilitates the construction of exams for any subject and offers a variety of reporting forms to give light on students' comprehension and the problems they struggled with (Yong & Rudolph, 2022).

People think of academic performance as the end result of the learning process. In general, a student's academic performance shows how well they are learning, how well they are getting new skills, and how well they know the subject (Parte & Mellado, 2022). So quizizz application can support the output of the learning process itself. Quizizz can apply by smartphone, so the student didn't need PC or computer to operate it. Users who have Internet access can sign up for streaming or online access to (Figliolia et al., 2021). Quizizz can give data and statistics about how well a student did right away. Quizizz is an

online assessment tool that can also be used as a fun group activity in the classroom. It lets all of the students practice at the same time on their computers, phones, and iPads (Irwansyah & Izzati, 2021). One study shows that students may be able to have fun during their exercise time in class by using Quizziz. It has been said that when Quizziz was used in a class, the students were more likely to be happy with the app and give the teacher a higher rating (Zhao, 2019).

The students' perception is needed to the effectively of this tools. In English learning this application can be applied to support their skills in language learning. When teaching and learning the English language, listening, speaking, reading, and writing are the four skills that get the most attention (Lim & Yunus, 2021). It helps students appreciate quizzes, put in effort to learn, be motivated to learn, get involved in activities, and do well in school (Zuhriyah & Pratolo, 2020). When the online quiz or assignment is done, the student will give the feedback. The level of learning will also depend on how good and detailed the feedback is (Gamage et al., 2019).

All of these explanations show that Quizizz is a way to learn that many people can use. Quizizz can also be used to work on interesting practice questions from different sources, which can help students improve their understanding and ability to focus. writing are the four skills that get the most attention (Lim & Yunus, 2021). It helps students appreciate quizzes, put in effort to learn, be motivated to learn, get involved in activities, and do well in school (Zuhriyah & Pratolo, 2020). When the online quiz or assignment is done, the student will give the feedback. The level of learning will also depend on how good and detailed the feedback is (Gamage et al., 2019).

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III. Research Method

This type of research is humanities research with a quantitative research. Quantitative research is the process of collecting and analyzing numerical data. This research uses descriptive qualitative research. The subject of the research was third semester students of STKIP AL Maksu. The data were collected using questionnaire. The questioner will be given by google form. The data were analyzed using three steps of data analysis proposed by Miles and Huberman (2014), which were data reduction, data display, and draw conclusion. The data were displayed using percentage proposed by Sudijono (Sudijono, 2006).

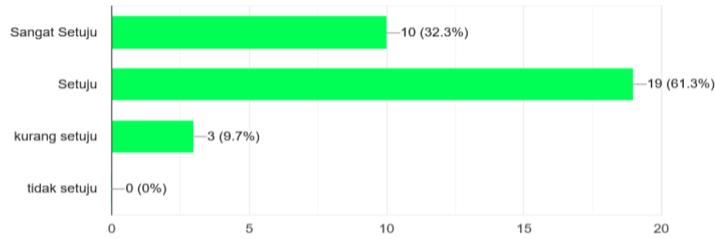
IV. Discussion

From the results of the questionnaire that has been given by giving 10 questions about their perceptions in doing assignments or quizzes, there are several answers and results that will be discussed. The discussion will contain every question in the questionnaire in the form of a google form. The google form link can be accessed via the following link https://s.id/STKIP_ALMAKSUM_studentsperception with a total of 31 students.

1. Pengerjaan tugas/kuis secara daring dapat diakses dengan mudah dimanapun berada.

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31 responses



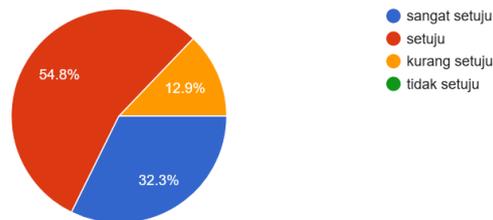
Picture 1

The first question is useful to ensure that student activities through online do not experience obstacles. From the results of the questionnaire on the first data, the majority of respondents answered agree (61.3%), strongly agree (32.3%) and less-agree (9.7%).

5. Lebih semangat dan menyenangkan mengerjakan kuis atau tugas secara online melalui aplikasi

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31 responses



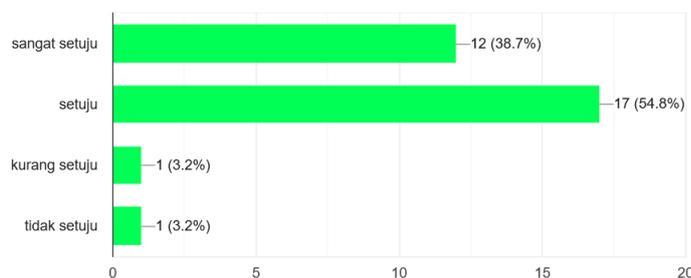
Picture 2

The fifth question is more focused on the motivation and enthusiasm of students in using the application as an assessment medium. Of the 31 respondents strongly agree with (54.8%), agree (32.3%), disagree (12.9%). This proves that the use of online-based applications can increase student enthusiasm and motivation.

7. Peringkat yang di tampilkan dalam aplikasi kuis/tugas online memotivasi untuk lebih baik lagi

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31 responses



Picture 3

Question no.7 is useful to know the progress of students in learning, because this application also shows rankings, most students are motivated in the future to get better rankings. A total of 17 respondents answered agree with the percentage (54.8%), strongly agree (38.7%), less-agree (3.2%), disagree (3.2%).

The following table will show the overall results of the questionnaire.

Tabel 1

Questions	Stronglyagree	Agree	Less-agree	Disagree
1. Online assignments/quizzes can be accessed easily anywhere	32.3%	61.3%	9.7%	0%
2. Really understand the use of the online quiz application given by the lecturer	25.8%	71%	3.2%	0%
3. There is no hassle in using the online quiz/assignment application given by the lecturer	9.7%	71%	16.1%	3.2%
4. The online quiz display in the application is easy to understand how to do it and has a good appearance	29%	64.5%	6.5%	0%
5. More enthusiasm and fun doing quizzes or assignments online through the application	32.2%	54.8%	12.9%	0%
6. The material previously taught is easier to understand if the form of assignments or quizzes uses digital or online-based applications	16.1%	64.5%	16.1%	3.3%
7. The ranking displayed in the online quiz/assignment application motivates to do better	38.7%	54.8%	3.2%	3.2%
8. Feel satisfied to see the results of	22.6%	64.5%	12.9%	3.2%

Questions	Stronglyagree	Agree	Less-agree	Disagree
the scores that are immediately obtained when finished working on online quizzes/tasks through the application				
9. Doing assignments/quizzes online is better than conventionally using paper or books	32.3%	48.4%	22.6%	0%
10. In the future, all teachers/lecturers/teachers use online/digital-based applications in giving assignments or quizzes	35.5%	51.6%	9.7%	3.2%

The findings in this study also found that the activities covered some strategies of effective formative assessments as it provides way to elicit evidence of learning by being a tool for formative assessment, in this case is for English quiz. It also provides feedback to move students' forward improving their understanding in English. The result in finding show based on the answer of student by questioner show that most students had positive response on its features and how it helped them in many ways during English quiz.

V. Conclusions

It aimed at exploring how students' perception on Quizizz as Digital Online-Based Learning tool were and how Quizizz was used for formative assessment. The result in finding show based on the answer of student by questioner show that most students had positive response on its features and how it helped them in many ways during English quiz. From the elaboration of data result, it was found that students agreed that the features on Quizizz fulfilled the requirements of effective Digital quiz-Based Learning ; students' learning and engagement, providing clear rules and goals as well as clear outcomes and immediate feedback, also allowing students' interaction quite well. The findings in this study also found that the activities covered some strategies of effective formative assessments as it provides way to elicit evidence of learning by being a tool for formative assessment, in this case is for English quiz. It also provides feedback to move students' forward improving their understanding in English.

In addition, it allowed students to be the owner of their own learning as they learned further from the result provided by Quizizz. Overall, this study found that students gave

positive response on Quizizz as online quiz-Based Learning tool for formative assessment in English class during distance learning.

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