Implementation of the Quizizz Application as An Alternative Media for Learning Assessment in Universities During the Covid-19 Pandemic

Asih Andriyati Mardiyah
Universitas Islam Majapahit, Mojokerto, Indonesia
E-mail: *asihunim89@gmail.com*
*Coresponding Author

ABSTRACT

During the covid-19 pandemic, the learning process was carried out online, including at the Islamic University of Majapahit. But there are many obstacles in the implementation of online learning, such as network problems and decreased interest in learning by students. This is because learning through LMS occurs monotonously. In order for online learning to continue to be interesting, a learning innovation is needed, namely the use of quizizz aplication. The purpose of this study is to describe the use of quizizz application as an alternative media of attractive and fun assessment, especially in educational psychology courses in the pandemic covid-19 and can improve understanding of educational psychology materials.This research is a qualitative research with a case study approach. The research data was obtained through observation, interviews, and the results of the quiz assessments on the quizizz application. The results showed that the use of the quizizz application made learning more fun, increased student enthusiasm and motivation to learn and helped students understand educational psychology material.

Keywords: *Quizizz Application, Media, Learning Assessment, Covid-19 Pandemic*

INTRODUCTION

The emergence of covid-19 has changed all segments of human life, including education. Mid-March 2020 the Government of Indonesia has enacted online learning to prevent the transmission of the covid 19 virus through clusters of educational institutions. Changes in the teaching and learning process that occur today due to the covid-19 pandemic make all important elements in learning, especially educators (Teachers) are required to transform face-to-face education into online learning (Basilaia & Kvavadze, 2020). This pandemic condition makes educators and learners required to adapt to utilize technology to support the online learning process. In other words, in online learning requires educators and their students to communicate / interact and transfer knowledge online. During online learning, educational institutions (Schools / Colleges) can use various platforms such as website applications, google classroom, social media such as WhatsApp, and learning management system to support knowledge transfer and interaction of educators and learners (Gunawan et al., 2020).

During the covid 19 pandemic, Islamic University of Majapahit has used e-learning platform to support the implementation of online learning. The elearning platform is a web-based application that allows lecturers/educators to design online learning and share it with students/ learners. In practice, this elearning platform is essentially used to help lecturers and students organize, view, and manage the learning process. Inside platfoam elearning there are various features that can help support the implementation of the online learning process such as material share features, discussion forum features, assessment features (quizzes, Essays etc.). In addition to using elearning platform media, other applications used for online teaching and learning activities are zoom and google meet applications. Both platforms make lecturers and students meet and interact directly (Virtual) (Wiranda & Adri, 2019). In other words, zoom and google meet applications are used as a medium for discussion and transfer of knowledge directly by lecturers to students like meeting face-to-face in class.

The above platform variations have helped the implementation of the distance learning process during the COVID-19 pandemic and made learners independent in learning. Online learning trains the independence of learning learners (Firman & Rahayu, 2020). This is because various learning activities can be done on elearning, zoom and google meet platforms ranging from delivering material, Q&A, discussion, presentation to assignment assignments. Various learning activities can be done independently by students without being constrained by space and time. In other words, online learning makes access to information and knowledge can be done anywhere and anytime. The implementation of learning in a network that seems sudden can not be separated from various problems. The problem is; 1) lack of mastery of Information Technology by lecturers, especially old lecturers; 2) inadequate facilities and infrastructure for online learning; 3) limited internet access; and 4) lack of budget preparation (Aji, 2020). In addition, the change in face-to-face learning to online learning affects the absorption of information / knowledge obtained by learners (Dewi, 2020). Therefore, it is important to be considered by educators / lecturers to evaluate the effectiveness of the learning process so that learning goals are still achieved. As the statement (Pusparani, 2020) that the low quality of learning is characterized by the achievement of maximum learning effectiveness.

Online learning in universities demands the role of lecturers to create an atmosphere of active, innovative, creative, effective and fun learning. Fun learning will be created with the use of creative and innovative learning media. (Yunus, 2012) explained that learning media is one of the tools in the learning process. Thus the learning media is one of the important elements in learning activities because with the use of the right media the message of learning will be conveyed to learners.

To strive for effective online learning, it is necessary to make various preparations. One that needs to be prepared, among others, is the assessment method used. In the elearning of Majapahit Islamic University there are many variants of evaluation, but the evaluation variant was previously considered less effective because it is monotonous and less attractive. Therefore, lecturers need to innovate learning in the form of assessment. One assessment that can be used to support the implementation of online learning is quizizz media.

The reason why quizizz is chosen as one of the evaluation media is because quizizz is one of the learning applications in the form of games that can be used as a learning assessment / evaluation media. Because based on games or game quizizz applications are expected to increase student learning motivation and improve the outcome of the student learning process. This is reinforced by findings (Yan Ju & Yan Mei, 2018) that reveal that the Quizizz app is able to improve learners' learning outcomes and motivation. In line with May, (Arsyad, 2023) revealed that technology-based learning can stimulate students to learn and work on exercises because it consists of various animations, graphic illustrations, and colors.

The selection of quizizz as one of the assessment media in learning aims so that the online learning process can take place interestingly and not monotonously. By using a varied

assessment media such as quizizz, students are expected not to get bored with online learning. As (Irwan et al., 2019) argues that the learning media is said to be interesting, if it has an interactive nature. Interactive media can be created through games that have characteristics to create motivation in learning, such as delusions, challenges, and curiosity. The characteristics of this media are also found in the quizizz application. This appears in the interesting quizizz display that consists of memes and there is sound / music on every question and challenge of answering questions quickly and correctly. In addition to having an interesting look in quizizz there are also various features that can be used by lecturers to give assignments or quizzes to students.

Based on the description above, the purpose of this study is to describe the use of quizizz application as an attractive and fun alternative assessment media, especially in educational psychology courses during the covid-19 pandemic, and can increase students' learning spirit and motivation and help students in understanding educational psychology materials.

METHODS

This article is included in qualitative research. The focus of this study describes the use of quizizz applications as one of the formative assessment media and describes increasing student learning motivation and improving understanding of educational psychology materials. Researchers collected data through observation activities, interviews, and quiz scores on the quizizz app. Research data is collected during educational psychology learning activities. Students who take educational psychology classes are the sources in this study. Observation activities are conducted in online lectures on educational psychology takes place, and the results of the survey scores on quizizz. Data analysis is done with interactive analysis techniques (Miles et al., 1992), namely (1) data collection, (2) data reduction, (3) data verivikasi, and (4) data display. To ensure the data obtained is valid, trianggulation is carried out with various techniques, namely, trianggulation methods, sources and also trianggulation theory.

RESULTS AND DISCUSSION
Results

In this research activity there are several stages that have been done by researchers. The stages, namely: 1. Preparation of the use of quizizz application as a medium of assessment; 2. Implementation of quizizz application as a medium of assessment; 3. Student response to the use of quizizz media as a medium of assessment.

1. Preparation stage

In the preparation stage, the first activity carried out by researchers is to prepare in advance human resources (HR) and supporting facilities. Hr prepared for this research is students as participants or players in quizizz. While the facilities prepared are, the facilities used by lecturers / researchers, such as laptops / PCs, quotas, accounts as educators and facilities used by students such as smartphon or laptops, quotas, and incoming accounts as learners. Based on the results of observations when online learning and interview results with students, that each student already has the necessary means to use quizizz applications, such as smartphones or laptops, quotas and quizizz accounts.

After preparing the human resources and facilities needed in the use of quizizz applications, then the researchers compiled the problem for the assessment of learning outcomes. The form of the problem used is a matter of multiple choices. Advantages of the problem of double pilhan: (1) objective, because in the provision of easy and trustworthy score, (2) assess the most easy / simple to difficult / complex learning outcomes, (3) systematic and clear instructions for workmanship, (4) The wrong answer option can provide diagnostic

information. In addition to having advantages, the problem in the form of multiple choices also has shortcomings such as: (1) it takes a long time in making problems, (2) it is difficult to make the cheater in every problem, (3) less able to measure the competence of problem solving and idea discovery, (4) good reading ability will affect the results (Putri & Dwijayanti, 2020).

The steps in creating a question / quiz in quizizz include the following:

a. Creating an account on the web quizizz.com:(a) educators must have an active gmail account then register with the gmail account, (b) choose the user whether as an educator or as a learner, (c) next fill in the gender menu, first name, last name, and password. (d) change the profile picture. (e) and lastly click the word "Create" to start creating the problem.

b. Create a quiz; (a) fill in the name of the quiz, (b) Select the subject of the quiz, (c) enter the quiz editor, (d) choose the type of quiz, (e) write the question / question along with the answer key.

2. Implementation phase of quizizz application.

After completing the design of the problem in the quizizz application, the next stage carried out by researchers is the implementation of quizizz as a tool to assess student learning outcomes. Quizizz can be used in two ways, namely; First, live games (live quizzes) that students will work on the problem at the same time at the same time. Second, homework. In the learning activities of Educational Psychology assessment courses with quizizz application is carried out directly (Live game).

As for the steps taken by researchers to start assessing learning outcomes with the quizizz application directly, namely; (1) Lecturers click on the live game, then choose the instructor-fast menu which means that the lecturer controls the speed of the problem so that students can answer the question of each number together. (2) Click the word "continue" and then a "code" will appear in the form of a number. (3) The researcher shares the join code. (4) After all students have joined, the lecturer clicks on the word "start".
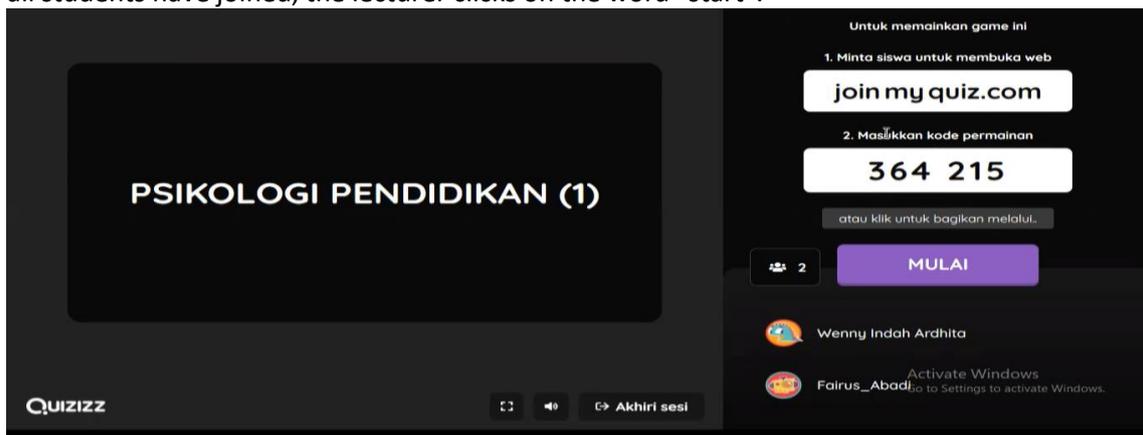

Figure 1. Code to go to the quiz.

Mardliyah, A. (2023). *Implementation of the Quizizz Application as An Alternative Media for Learning Assessment in Universities During the Covid-19 Pandemic. Jurnal Komunikasi Pendidikan, 7(1). doi:https://doi.org/10.32585/jurnal komdik.v7i1.2088*
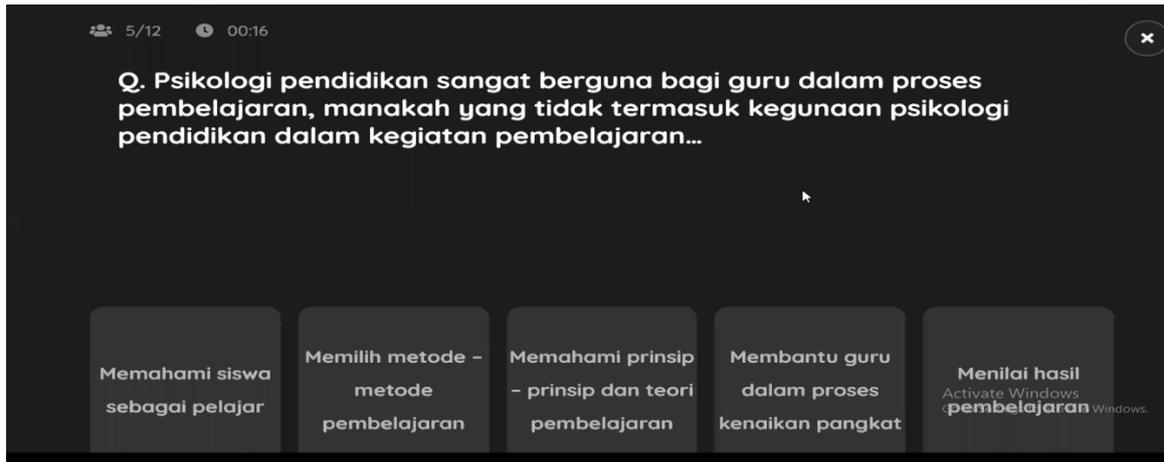
Figure 2. Multiple choice questions on the quizizz app.

After all students have finished answering questions / questions in the quizizz application, it will be seen the results of student answers on the researcher/lecturer's laptop. The correct student answer is green, while the pink color is for the wrong student answer, and the gray color for the student who did not answer because it ran out of time. In addition, there will also be a student sequence number that corresponds to the score. Student answer results can be downloaded in excel form. Here are the results of the value of the quizizz application.

Figure 3. Get results with quizizz.

Based on the results of observations and interviews during the implementation of quizizz as a medium of assessment in educational psychology courses there are several obstacles, namely; (1) There is a network disruption in the area of residence of one of the students, so researchers as quizizz instructors have to wait to start the quiz, this is due to students having difficulty logging into the quizizz web; (2) Students are in a hurry to answer questions, the limited time in answering questions makes some students choose answers.

3. Student response

Student response data to the use of quizizz application as an assessment media is obtained through interview activities with students after working on questions at quizizz. This interview activity is conducted virtually using zoom media. Researchers asked students some questions about; The first aspect of learning, from the results of student interviews revealed that quizizz media helps in understanding the general picture of Educational Psychology lecture material and helps remember the material that has been studied before. Second, aspects of student interest in the use of quizizz as a medium of assessment. The response given by students that with quizizz can improve mood or spirit in learning, as well as increase learning motivation. In addition, students also revealed that through quizizz media they are increasingly challenged to work on problems.

Discussion

Based on the results of research it is known that the Quizizz application can be accessed using a laptop or mobile phone by students. Quizizz application is a web-based application, so it requires an internet network to use it. Quizizz application is also one of the e-learning applications that can be used anytime and anywhere and can be used to improve the abilities of learners. Based on observations and interviews with students can be known some of the advantages of the use of quizizz media, namely: (1) Quizizz has an interesting look because it is equipped with music and memes so as to increase the motivation of learners in working; (2) Many choices of types of questions; (3) Direct learning outcomes are met with a complete analysis; (4) Students can find out their friends are participating in quizizz; (5) Students can find out the answer is right or wrong when submitting the answer; (6) Have a ranking system when submitting answers; and (7) Quizizz can be used anywhere and anytime and is not bound by the classroom.

The successful use of quizizz media in the learning process can not be separated from the ease of internet access used by students. Therefore, in addition to the advantages, the use of quizizz media also has weaknesses, namely: (1) Depending on the smooth internet network. If internet access is not smooth, learners (Students) will have difficulty logging into the quizizz application; (2) Students are in a hurry to answer questions. The existence of time restrictions in answering questions makes some students finally answer.

The selection of quizizz as one of the assessment media provides enormous benefits on learning educational psychology courses at Majapahit Islamic University, in addition to being able to monitor the mastery of material by students, it can also increase the spirit and motivation of student learning in educational psychology courses. This is in line with research (Rahman et al., 2020) that the use of quizizz media can motivate the learning of learners in the Covid-19 period. In addition, online learning with quizizz is able to increase the liveliness of learners (Nurhayati, 2020).

The benefits of using quizizz applications are also felt by lecturers. With quizizz lecturers can know the results of student learning easily and quickly and can directly download student values. In addition, quizizz application can be used as a daily replay media / quiz whose results are very influential on learning motivation because in quizizz there is also a challenge to answer questions correctly in a short time. Based on the student's narrative that quizizz media is interesting as a learning medium and increases their motivation in learning because students feel challenged in answering questions in quizizz. (Irwan et al., 2019) revealed that interesting media characteristics, namely (1) can cause interaction between students through games, (2) have characteristics to create motivation in learning, such as fantasy(fantasy), challenges (challenges) and curiosity (curiosity). Thus, quizizz media is one of the interesting media and deserves to be used as a learning application that supports the learning revolution 4.0.

Mardliyah, A. (2023). Implementation of the Quizizz Application as An Alternative Media for Learning Assessment in Universities During the Covid-19 Pandemic. Jurnal Komunikasi Pendidikan, 7(1). doi:https://doi.org/10.32585/jurnal komdik.v7i1.2088

CONCLUSION

Based on the results of research and discussion, it can be concluded that; (1) Quizizz application can be used as an alternative to learning outcome assessment activities in the College; (2) The use of quizizz applications in the learning process can increase motivation, and student spirit in following the assessment of online free learning outcomes and assist students in understanding educational psychology materials.

CONFLICT OF INTEREST

No potential conflict of interest was reported by authors.

REFERENCES

Aji, R. H. S. (2020). Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran. *SALAM: Jurnal Sosial Dan Budaya Syar-I*, *7*(5), 395–402. https://doi.org/10.15408/sjsbs.v7i5.15314

Arsyad, A. (2023). *Media Pembelajaran*. PT. Raja Grafindo Persada.

Basilaia, G., & Kvavadze, D. (2020). Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia. *Pedagogical Research*, *5*(4). https://doi.org/10.29333/pr/7937

Dewi, W. A. F. (2020). Dampak Covid-19 Terhadap Implementasi Pembelajaran Daring Di Sekolah Dasar. *Edukatif : Jurnal Ilmu Pendidikan Volume*, *2*(1), 55–61. https://doi.org/10.38048/jipcb.v8i2.342

Firman, F., & Rahayu, S. (2020). Pembelajaran Online di Tengah Pandemi Covid-19. *Indonesian Journal of Educational Science (IJES)*, *2*(2), 81–89. https://doi.org/10.31605/ijes.v2i2.659

Gunawan, G., Suranti, N. M. Y., & Fathoroni, F. (2020). Variations of Models and Learning Platforms for Prospective Teachers During the COVID-19 Pandemic Period. *Indonesian Journal of Teacher Education*, *1*(2), 61–70.

Irwan, I., Luthfi, Z. F., & Waldi, A. (2019). Efektifitas Penggunaan Kahoot! untuk Meningkatkan Hasil Belajar Siswa. *Pedagogia : Jurnal Pendidikan*, *8*(1), 95–104. https://doi.org/10.21070/pedagogia.v8i1.1866

Miles, M. B., Huberman, A. M., Rohidi, T. R., & Mulyarto. (1992). *Analisis data kualitatif* (T. Rohendi (ed.)). Universitas Indonesia (UI -Press).

Pusparani, H. (2020). Media Quizizz Sebagai Aplikasi Evaluasi Pembelajaran Kelas Vi Di Sdn Guntur Kota Cirebon. *Jurnal Tunas Nusantara*, *2*(2), 269–279. https://doi.org/10.34001/jtn.v2i2.1496

Putri, N. W., & Dwijayanti, R. (2020). Pengembangan Alat Evaluasi Bantuan Aplikasi "Quizizz"Pada Mata Pelajaran Marketing Kelas X Jurusan Bdp Di Smk Negeri 10 Surabaya. *Jurnal Pendidikan Tata Niaga (JPTN)*, *8*(3), 985–991.

Wiranda, T., & Adri, M. (2019). Rancang Bangun Aplikasi Modul Pembelajaran Teknologi Wan Berbasis Android. *Voteteknika (Vocational Teknik Elektronika Dan Informatika)*, *7*(4), 85–92. https://doi.org/10.24036/voteteknika.v7i4.106472

Yan Ju, S., & Yan Mei, S. (2018). Perceptions and Practices of Blended Learning in Foreign Language teaching at USIM Suo. *European Journal of Social Sciences Education and Research*, *12*(1), 170–176.

Yunus. (2012). *Pembelajaran Bahasa Berbasis Pendidikan Karakater*. Refika Aditama.