



STUDENTS' PERCEPTIONS ON THE USE OF QUIZIZZ AS MEDIA FOR EVALUATION OF SOCIAL SCIENCE (IPS) DAILY ASSESSMENTS AT SMP NEGERI 9 MALANG

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ABSTRACT

Advances in information technology have a big positive impact to support educational advancement. One of them is Quizizz evaluation media. The research is based on the students' perceptions of the Quizizz evaluation media as an evaluation medium. It is aimed (1) to find out students' perceptions of whether applying Quizizz is able to reduce students' stress levels when carrying out daily assessments on social science learning subjects, and (2) to find out students' perceptions of the Quizizz's operation practicality as an evaluation medium. The research used a quantitative method and the data collection technique was questionnaires. The research respondents involved class VII students of SMP Negeri 9 Malang. The analytical method used was the frequency distribution analysis method. Thus, the following results indicate that (1) applying Quizizz could be a positive perception of 40.8% in a very good category in order to reduce student's stress in carrying out daily assessments and (2) an average percentage of applying Quizizz was 29.6% in a pretty good category for operational practicality of media. Based on the research results, it is found that Quizizz was able to reduce students' stress levels and was quite practical to use.

Keywords: quizizz, daily assessment evaluation, social science

PERSEPSI SISWA TERHADAP PENGGUNAAN QUIZIZZ SEBAGAI MEDIA EVALUASI PENILAIAN HARIAN IPS DI SMP NEGERI 9 MALANG

ABSTRAK

Kemajuan teknologi informasi memberikan dampak positif yang besar untuk mendukung kemajuan pendidikan. Salah satunya adalah media evaluasi Quizizz. Penelitian dilatarbelakangi oleh perlunya persepsi siswa terhadap media evaluasi Quizizz sebagai media evaluasi. Tujuannya (1) untuk mengetahui persepsi siswa apakah menggunakan Quizizz mampu menurunkan tingkat stres siswa saat melaksanakan tugas harian pada mata pelajaran IPS atau tidak dan (2) untuk mengetahui persepsi siswa terhadap kepraktisan pengoperasian Quizizz sebagai media evaluasi. Penelitian menggunakan metode kuantitatif dan teknik pengumpulan data berupa kuesioner. Responden penelitian adalah siswa kelas VII SMP Negeri 9 Malang. Metode analisis yang digunakan adalah metode analisis distribusi frekuensi. Maka, didapatkan hasil bahwa (1) penggunaan Quizizz menjadi persepsi positif sebesar 40,8% dalam kategori sangat baik untuk mengurangi stres siswa dalam melaksanakan tugas harian dan (2) persentase dari penggunaan Quizizz dapat menjadi skor sebesar 29,6% dalam kategori cukup baik untuk operasional kepraktisan media. Berdasarkan hasil penelitian diketahui bahwa Quizizz mampu menurunkan tingkat stres siswa dan cukup praktis untuk digunakan.

Kata Kunci: quizizz, evaluasi penilaian harian, IPS

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INTRODUCTION

Education is a process of guiding action in the form of imparting knowledge (Noor, 2020). Currently rapid technological advances have a positive impact on education in Indonesia. This statement is based on opinion Candra Roolisca & Achadiyah (2014), advances in information technology have had a positive impact on the advancement of education, especially computer

technology and internet technology. In the implementation of education, what is expected is the quality and quality of education. One way to improve the quality of education can be through an evaluation system (Farida, 2017). Evaluation of current learning can be developed using technology. Evaluation of technology-based learning is not a difficult thing to do. According

to the statement from Purwati & Nugroho (2018), Currently, the use of information technology is so close to everyday life for both teachers and students. The use of technology in evaluation activities helps teachers a lot in terms of time and effort. Previously, in carrying out teacher evaluation activities, it was necessary to go through many stages, starting from planning the preparation of evaluation tools to manually correcting test results (Poerwanti, 2008). The existence of technological advances is expected to be able to assist teachers in learning evaluation activities. This is in line with the opinion expressed by Jayadi & Syarifuddin (2020), that the digital era learning strategy, one of which is the evaluation of technology-based learning, is expected to help and provide convenience for students and teachers. Not only that, but technology-based evaluation activities can also provide enthusiasm and motivation for learning in students. This statement is in line with the opinion expressed by Purnamasari (2015), that information technology will be more interesting and motivate students to learn more creatively, innovatively and can increase student enthusiasm for learning.

Learning evaluation activities in the form of tests often make students feel anxious and depressed about uncertain things. This situation is in accordance with the opinion expressed by Permana et al., (2016), that anxiety can be experienced by anyone, including students who have their own pressure in dealing with academic problems. That matter creates psychic conditions such as situations where feelings of heart and mind are uncomfortable. If the stress experienced by students is excessive, it can have an impact on their physical health. Therefore, most students feel tense, nervous, and anxious. This can be seen in the behavior of students who show signs of anxiety such as playing with their nails and going to the bathroom repeatedly. Opinion-based Hardjana (1994) and Tan & CHAN (2004), emotional symptoms, cognitive symptoms, physiological symptoms, and visible behavioral symptoms such as grinding teeth, biting nails, or even pulling or playing with clothes.

To overcome this, the teacher took the initiative to package evaluation activities to be interesting and fun using interactive games that can be used as an alternative to reduce student stress levels in dealing with learning evaluations. Interactive games are games that involve all participants. The interactive game used in learning is a special website-based application that is designed by making practice questions that have been presented in the form of a game with certain rules (Adiwisastira, 2016). One website that can be used as a learning evaluation medium is Quizizz. Through the Quizizz application, teachers can combine instructions, reviews, and assessments. This application can be done directly in live mode with all participants. Quizizz can be done by students individually according to the teacher's instructions (Nugroho et al., 2019).

Previous research belongs to Mila & Hartani (2020), who stated that Quizizz could be a solution for learning evaluation media during a pandemic. This is because Quizizz is a digital evaluation media that use the internet so that it can be easily accessed anywhere and anytime as long as he has internet access. The quizizz application is categorized as a learning evaluation instrument that has a practicality level of 98.8% for teachers (Syaifulloh, 2020). Noor (2020), also stated that, the use of Quizizz in learning assessment to improve student learning outcomes resulted in an average increase with a completeness percentage of 20%. This increase is because students are more motivated and interested in learning material.

In the Big Indonesian Dictionary, perception means a response. Perception is also interpreted as a person's view of a certain object from a variety of perspectives. Perception is very important in the world of education, especially in learning activities in the classroom. It is important for students to give their perceptions to the teacher. The point is to give opinions about learning activities in class. Both regarding learning media and evaluation media used by teachers. With the students' perceptions, the teacher can condition the media to support learning activities. The goal is for students to feel comfortable and be able to take part in learning

well so that the knowledge provided can be well received in students' memories.

Based on this explanation, the researcher is interested in researching students' perceptions of using Quizizz. Student perceptions have never been studied by researchers who conducted research on Quizizz. Students' perceptions of using Quizizz are important things to know. This is because the exposure of student perceptions in the use of evaluation media is important to know so that learning runs smoothly. The aims of this study were: (1) To find out students' perceptions of whether using Quizizz in daily social studies assessments can reduce the stress felt by students in carrying out assessments? (2) Knowing how students perceive the practicality of using Quizizz as a medium for evaluating daily social studies subjects.

LITERATURE REVIEW

Learning Evaluation

Evaluation of education is an important component. In its application, evaluation is a

process for collecting, analyzing, and interpreting information in order to determine the level of achievement of learning objectives by students. According to Idrus (2019), evaluation, measurement, and assessment are activities that are one unit that is interrelated. Assessment is directed at the determination of quality or value. Meanwhile, measurement is the process of comparing the level of success in learning with quantitatively determined success measures. The evaluation also provides an overview of the quality of learning so as to assist teachers in planning learning. This evaluation activity can encourage students to be more active in learning (Idrus, 2019).

Learning Evaluation Techniques

The learning evaluation technique is a method used by teachers to determine the success of learning objectives. There are 2 kinds of learning evaluation techniques. This article focuses on assessment in the form of a test. According to Sulistyorini (2009), The following is a learning evaluation technique

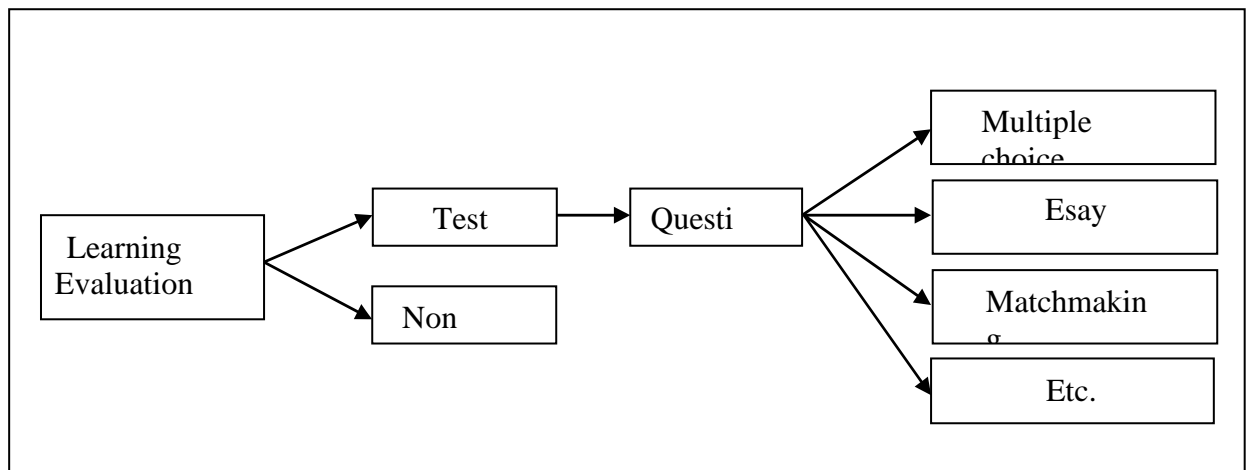


Figure 1. Assessment forms.

Evaluation of learning in the form of this test has advantages that tend to be structured and standardized (Anastasi & Urbina, 2007). Weaknesses in the assessment form of this test only focus on cognitive aspects

Quizizz as an Interactive Game-Based Evaluation Media

Face-to-face learning or distance learning or online learning can utilize interactive games as learning media or learning evaluation in carrying out teaching and learning activities. Based on the results of the pre-research interviews, Quizizz is one of the interactive games that is often used by social studies teachers at SMPN 9 Malang as a

learning evaluation medium. Using Quizizz, you can use a smartphone or laptop connected to the internet network. This Quizizz educational game is a learning evaluation medium in digital form which is combined with test questions and is expected to make learning more interesting and not boring (Nurhayati, 2020). The Quizizz application is equipped with funny pictures (memes), motivational words, and other game-like options. This makes Quizizz an interesting evaluation medium for students (Salsabila et al., 2020). Quizizz itself has an advantage, namely, the results of the grades that have been done by students can be easily downloaded in excel form which is of course very helpful in processing grades.

Cybernetic Learning Theory

The cybernetic theory is an effort to process information by students regarding material instructions given by teachers in technological media in learning activities. Students will store the results of what has been understood, obtained, and observed in the learning process in their memory, both short-term memory and long-term memory. This theory develops according to the development of technology and information. At first glance, this cybernetic theory is the same as the cognitive theory (Yunus, 2018). The two theories have in common that they are concerned with a process. The difference is that cybernetic theory has something more important than processes, namely, information systems. In the evaluation activities, students will try to

understand and translate the instructions and questions presented on the Quizizz evaluation media. Be it in the form of text, audio, or images. In their learning activities, students will connect their memories with the subject matter that has been given or studied before.

REASERCH METHOD

This study uses a descriptive quantitative method with the aim of obtaining an objective description of students' perceptions of using quizizz as an evaluation medium in social studies subjects. (Arikunto, 2006). The location of this research was at SMP Negeri 9 Malang and the research subjects were class VII students. The determination of the location of this research was based on the results of pre-research activities that Social Sciences teachers there used Quizizz as a daily assessment instrument for Social Studies subjects. The total population of the study is known as 241 students. The research was conducted on March 14-23 2022. Before conducting the research, the researchers conducted a pre-research at SMP Negeri 9 Malang to analyze the existing problems. The next step taken by researchers is to create instruments and determine the techniques, methods, and data analysis used. Finally, the researcher checked the data obtained and analyzed the data according to the research needs.

Based on sample calculations from Slovin with an error tolerance of 10%, 71 students were found to be respondents in this study (Figure 2).

$$\begin{aligned}
 n &= \frac{N}{1 + Ne^2} \\
 &= \frac{241}{1 + 241 (0,1)^2} = 70,674 \\
 &= 71
 \end{aligned}$$

Figure 2. The number of samples of research respondents

Determination of the choice of research respondents was carried out using a simple random sampling technique. This was done so that all students had the opportunity to become respondents to the study. In line with the opinion

expressed by Akdon (2005), that random sampling is a way of taking samples of members of the population at random without paying attention to the existence of levels in the members of the population.

The data collection technique used by researchers is by distributing questionnaires with a Likert scale to research respondents. The research questionnaire used by researchers developed their research questionnaire and adopted a questionnaire from previous research. Adoption of a questionnaire from research Syaifulloh (2020), validity and reliability tests have been carried out using SPSS, the results stated that the questionnaire was valid and reliable. The results of the research questionnaire test using *SPSS 16.0* which was developed by the researcher, it was found that the questionnaire developed was valid and reliable, with the results of the validity test $R_{hitung} (>0,511) > R_{tabel} (0,294)$ reliability test results Cronbach's Alpha $0,807 > 0,70$. The data obtained will be analyzed by frequency distribution and then described.

RESULTS AND DISCUSSION

Table 1. Distribusi Frekuensi Student Stress Level

Interval	Frekuensi	%
7-9	11	15%
10-12	14	20%
13-15	17	24%
16-18	12	17%
19-21	8	11%
22-24	5	7%
25-28	4	6%
Total	71	100%

Based on table 1 shows that the respondent's answer chord is dominated by the interval between 13-15 by 24%. Followed by 10-12 intervals of 20%, 17% of 16-18 intervals, 15% of 7-9 intervals, 11% of 19-21 intervals, 7% of 22-24 intervals, and 6% of 25-28 intervals.

Student Stress Level

The student stress level in terms of 4 indicators Wulandari (2009) is; Student emotions such as feelings of nervousness and anxiety when facing assessments using Quizizz. Cognitive or mental indicators, for example, decreased concentration and decreased student memory of the material when facing assessments and feelings of fear about grades that may fall or not match expectations when facing assessments. Physiological indicators that students feel such as sweating, hands feeling cold, or frequent going to the bathroom when facing assessments, and Student Behavior Indicators that look like biting nails, grinding teeth, or even playing with their clothes when facing assessments. The frequency distribution of student stress level scores according to student perceptions is listed in table 1 below:

The following are the results of each question answered by students on the student stress level component, totaling 7 questions from 4 indicators used as a reference. The results of the analysis are presented in Figure 3 below:

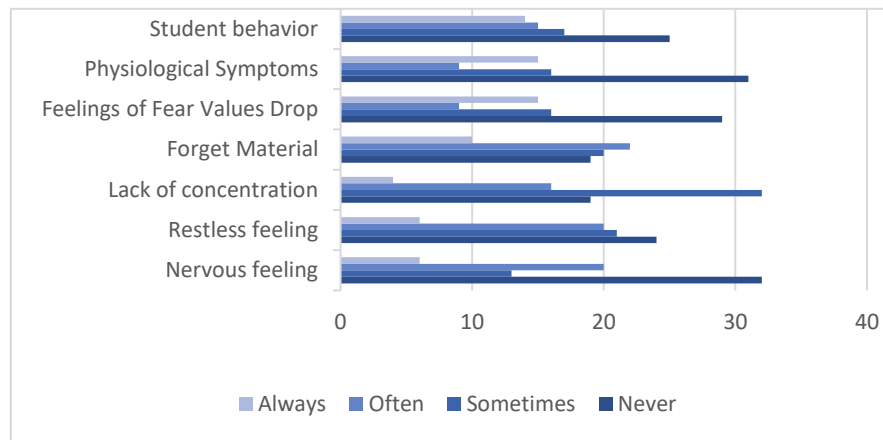


Figure 3. Analisis Frekuensi Stress Level

Figure 3 shows the Bar Chart or bar chart that has been analyzed from the data that has been collected. On the first question, calm down feeling nervous, the choice that has the highest frequency is option 1 or never, which was chosen by 32 students (41.5%). According to Aini & Rahayu (2021), Often feelings of nervousness occur when carrying out assessments because students are not used to using Quizizz (Bintang, 2018). Also stated that nervousness is included in anxiety which, every student who will face an assessment will feel it. While the second question regarding feelings of anxiety with the highest frequency is option 1 or never which was chosen by 24 students (33.8%). Nurfitri & Mulyadi (2018), expressing anxiety usually arises in students because they cannot find answers when working on difficult questions, or it could also be because they see their friends who have finished working on the assessment. Quizizz is able to overcome the emergence of anxiety in students because Quizizz the questions are presented in the form of multiple choices and are provided at the same time for each student. In line with opinion Nugroho et al. (2019), which states that one of the advantages of Quizizz is that process which can adjust to the speed of students because it is not assessed based on the speed of answering questions. Option 2 is also the highest frequency in the third question about the lack of concentration was selected by as many as 32 students (45.1%). High levels of anxiety can affect student concentration resulting in students

forgetting the material they have learned resulting in a decrease in grades in the assessment. In line with opinion Anasthesia et al. (2016), students who are able to concentrate well are able to have a good memory in the long term. Besides that Purba (2019), also stated that evaluating learning using Quizizz was able to increase student learning concentration. Furthermore, it can be seen in Figure 3 option 3 or it is often seen that it has a high frequency in questions of forgetting the material chosen by 22 students (31%). Anasthesia et al. (2016), also stated that when there is an increase in anxiety, many people have problems with concentration and decreased short-term memory. In the question of Physiological Symptoms as many as 31 students (43.7%) chose option 1 or never. The results of the pre-research interviews were also in line with this statement because students felt more relaxed using Quizizz during assessments. Option 1 is also widely chosen on student behavior questions for as 25 students (35%). Whereas in question number five about the feeling of fear of dropping grades, the most chosen option was option 1 or never as many as 29 students (40.8%). This is in line with proprietary research Noor (2020), states that Quizizz can increase student scores.

Furthermore, identification was carried out using the ideal mean value and standard deviation which were classified into 4 rankings as mentioned by Arikunto (2006). The following is a classification table of 4 ranks:

Table 2. Table of Classification of Student Stress Levels

Skor	Frekuensi	%	Category
< 14	29	40.8	Very good
14 - 17,5	24	33.8	Well
17,5 - 21	9	12.7	Enough
>21	9	12.7	Not good
Total	71	100.0	

Based on the classification in table 2, the majority of respondents scored less than 14 in the very good category. These results illustrate that Quizizz can reduce student stress in social studies evaluation activities. This is following with the Cybernetic Theory that students can process and translate instructions or questions from the teacher as outlined through audio, text, or images on the Quizizz evaluation media. When students succeed

in understanding the instructions, their memory will work better, so they are able to do the test questions correctly.

Quizizz Practicality

The distribution of Quizizz Practicality frequencies according to student perceptions obtained by tabulating the data. The results can be seen in the table .

Table 3. Table of Frequency Distribution of Practicality of Using Quizizz

Interval	Frekuensi	%
10-14	8	11.3
15-18	8	11.3
19-22	12	16.9
23-26	15	21.1
27-30	15	21.1
31-34	9	12.7
35-40	4	5.6
Total	71	100

Based on table 3, shows that there is a dominance of respondents' answers at intervals 23-26 and intervals 27-30 each of 21.1%. Continued at intervals 19-22 of 16.9%, intervals of 31-34 of 12.7%, intervals of 10-14 and 15-18 of 11.3%, and intervals of 35-40 of 5.6%.

The practicality component of using Quizizz consists of 10 questions adopted from the

research questionnaire Syaifulloh, (2020). The following are the results of the analysis obtained from the questionnaire data filled in by students, which can be seen in Figure 4. It consists of two indicators in the practicality component of using Quizizz. Here are the results:

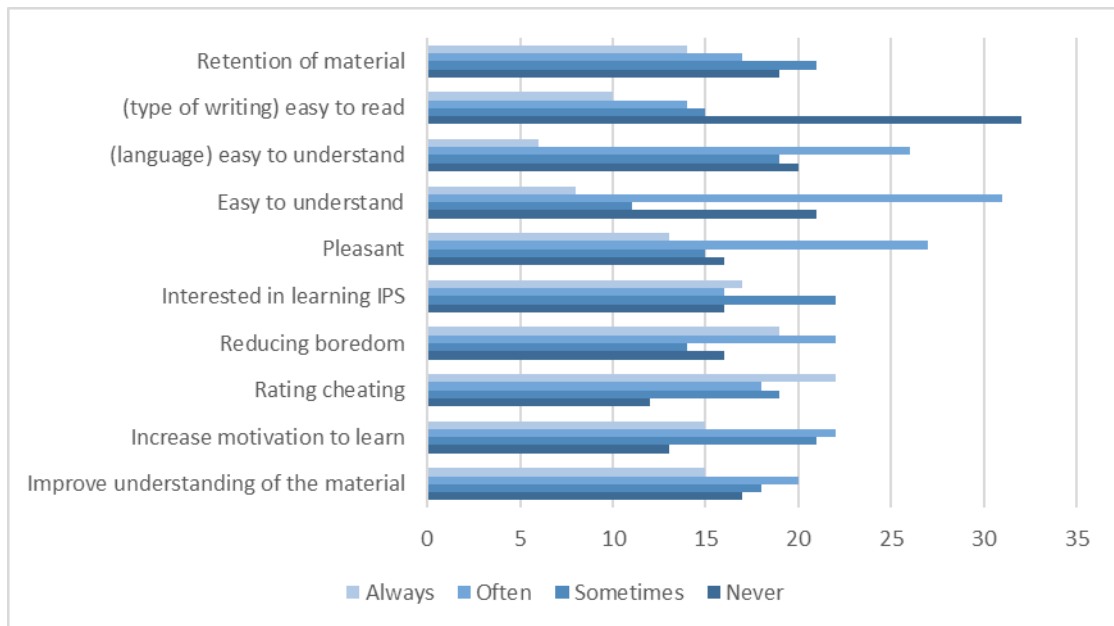


Figure 4. Quizizz Usage Frequency Analysis

In the bar chart above there is an analysis of the frequency of student answers to the 10 questions presented. In understanding the material presented, students mostly chose option 3 as many as 20 students (28%). Questions increase the understanding of the material in option 2 or sometimes many students choose it with a total of 21 students (29.6%). Based on this analysis, Quizizz can help students understand the material and questions given. This is following the opinion of HIDAYATI & Aslam (2021), the use of Quizizz has a significant and effective effect on improving learning outcomes because there is an increase in aspects of learning activity and motivation that can increase student comprehension or student understanding. Understanding of learning material becomes high and sharpens students to be the ability to think critically. Amiri & Yus (2020), stated that Quizizz was able to increase understanding of the material being studied.

Questions about language in operations that are easy to understand, as many as 26 students (36.6%). In line with previous studies Syaifulloh (2020), syas many as 89.6% of students agree with statements about the easy-to-understand language of the Quizizz operation. Then the second question about instructions on

how to operate Quizizz which is easy to understand option 3 or is often chosen by 31 students (43.7%). Syaifulloh (2020), In his research, 86.2% of students agreed that Quizizz's operating instructions were easy to understand. Questions about the type of writing and the size of writing that are easy to read most students choose option 1 as many as 32 students (45.1%). The display indicator also supports the practicality of Quizizz because it supports the display of Quizizz when it is played.

Questions about students' motivation for learning option 3 or often are the most frequently chosen with a total of 22 students (31%). This is in line with the opinion Setiawan et al. (2019), Quizizz allows students to compete with each other and motivates them in learning so that the learning outcomes they get can increase. Questions about students' interest in learning social studies using Quizizz, 22 students (31%) chose option 2 or sometimes. Amiri & Yus (2020), argues that using Quizizz increases interest in the subject. Option 3 or often was chosen by 22 students (31%) on questions about boredom and questions about using Quizizz which was fun as many as 21 students (38%) chose option 3 or often. Amiri & Yus (2020), also argue to help reduce boredom in boring subjects to be

more fun. Questions about overcoming or reducing cheating option 4 or always were mostly chosen by 22 students (23.9%). Following with the results of the analysis above, Quizizz can increase students' social studies learning motivation. HIDAYATI & Aslam (2021), believes Quizizz can present multi-game activities in the classroom and make class a fun interactive exercise, so that students can compete among

students and increase student learning motivation. copy it, Mulyati & Evendi (2020) and Wahyudi et al. (2020), argues that for students, Quizizz has features that can increase student motivation. Furthermore, identification is carried out using the ideal mean value and standard deviation which are classified into 4 rankings as mentioned by Arikunto (2006). The 4 ranking classifications can be seen in table 4.

Table 4. Quizizz Practicality of Use classification

Skor	Frekuensi	%	Category
<20	20	28.2	Very good
21 - 25	21	29.6	Well
26 - 30	18	25.4	Enough
>31	12	16.9	Not good
Total	71	100.0	

Based on the classification in table 4, the majority of respondents scored between 21-25 in the sufficient category. These results illustrate that Quizizz is quite practical according to student perceptions. So that it can be a choice of evaluation media for students. Obtained from the results of pre-research, students can operate Quizizz properly according to existing instructions. In addition, with the Quizizz evaluation media used by teachers, students are more motivated to get good results.

CONCLUSIONS AND RECOMMENDATION

The use of Quizizz is a form of technological progress that can be applied in schools. Quizizz can make students more relaxed in doing the assessment. This is because the daily assessment using Quizizz is packaged in the form of a game. Students feel happier and more interested in using Quizizz. Based on the results of the research that has been done, Quizizz has succeeded in reducing student stress levels in the very good category. This has been proven by interviews and results from questionnaires that have been filled out by class VII students of SMP Negeri 9 Malang. Quizizz also has a fairly good level of practicality in its operation according to student perceptions. Students can easily access and operate Quizizz according to the instructions given. The existence of technology-based

learning and evaluation media is currently expected to be able to assist teachers and students in teaching and learning activities in both formal and non-formal schools.

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