

Increasing Students Interest and Learning Outcomes in Summative Assessment through the Quizizz Offline Application

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Abstract: The Covid-19 pandemic period has ended, marked by face-to-face learning, but we are still feeling the impact of the pandemic, especially on students' motivation and interest in learning which is still very low. So, the assessment results are still far below standard. In class IV of SDN 11 Sembawa, students really don't like the implementation of the Daily Assessment, this becomes a burden for the students because they see this from day to day, therefore educators are looking for new methods that will be implemented in class during the implementation of the Daily Assessment. The method that educators will use is the offline Quizizz application as a learning medium and carrying out summative assessments. The use of the Quizizz offline application in class IV at SDN 11 Sembawa was the first time. In this research, the problem that will be discussed is increasing student interest and learning outcomes in summative assessments through the Quizizz Offline application. The results of this research are that students are very enthusiastic and enthusiastic about working on questions and are able to train their cognitive abilities and focus their concentration in answering questions and are able to improve learning outcomes. The aim of this research is to arouse students' interest in carrying out summative assessments and at the same time make it easier for teachers to carry out assessments quickly and efficiently so that the results achieved increase. The method used in this research is data collection techniques by observation, then interviews are conducted with students and teachers and the next method used is experimentation. The main findings in this research are the teacher's monotony in carrying out summative assessments and students' lack of interest in carrying out assessments and student results in carrying out assessments are still below the standard achievement criteria.

Keywords: Learning Outcomes, Offline Quizizz, Summative Assessment

A. Introduction

The function of the learning process in the classroom is the main function of the education process in schools or madrasas with the aim of changing three student behaviors, namely cognitive, affective and psychomotor behavior of students. The

learning feature in this class requires action as a form of learning. This action is interactive communication between students and teachers. Learning activities must be planned in such a way that the set learning objectives can be achieved. An educator is required to have the ability to understand and find appropriate learning methods, especially those related to learning models, and educators must also have the ability to create and use media to deliver material or carry out post-teaching and learning assessments. Using the right method has very clear advantages, such as when the presentation of material and information becomes clearer, so that the learning process and results are improved and better so that it can create motivation to learn, and can influence interest and learning outcomes (Nurdyansyah & Fahyuni, 2016).

Keeping up with the times so that learning challenges are now being faced by all educators, one of which is digitalization in learning in accordance with developments in technology and information, thereby encouraging the creation of an innovative, efficient and effective learning environment. Educators need media and methods to deal with learning that refers to digital so that these methods can be used to improve student learning outcomes (Citra & Rosy, 2020). Learning Outcomes are academic achievements or achievements that reflect an individual's understanding, knowledge and skills after following the learning process. Measuring learning outcomes is an important tool for evaluating and monitoring individual progress in achieving educational goals. However, it is important to understand that learning outcomes are only one aspect of personal success, and success in education involves holistic development, including social, emotional, and moral aspects. Measuring learning outcomes can be done in various ways, such as tests, project assignments, presentations, or practical assessments. The main purpose of measuring learning outcomes is to provide feedback to individuals and educators about their level of understanding and mastery of the material being taught. This feedback can help individuals and educators to evaluate the learning process, identify areas for improvement, and plan more effective learning strategies in the future (Eny, 2018).

Summative assessment is an important part of the education system and measures learning outcomes and evaluates student achievement and the effectiveness of learning programs. Summative assessment is a type of assessment used to assess students final achievement at the end of a learning period, such as the end of a semester, the end of a year, or the completion of a program. Education. The main goal is to provide a comprehensive picture of students abilities and understanding of the material they have studied (Anisah, 2022). The Quizizz application is able to raise student enthusiasm in including response, ability, awareness to involve themselves in learning evaluation in trigonometry material (Asria et al., 2021). The use of the Quizizz application as a learning medium for mathematics program students is very effective from two aspects. motivation and learning outcomes during research, (Wijayanti et al., 2021). The use of Quizizz research are makes students more interested in the lesson, and encouraged to be ambitious for success.

Likewise with usage learning platforms are proven to have a positive impact on student motivation, (Munawir & Hasbi, 2021). The use of Quizizz makes students more interested in the lesson, and encouraged to be ambitious for success the use of the Quizizz application in the evaluation relating to numeracy literacy skills in class III fractions C Ibnu Battuta SD IT Harum is very effective (Andyra, 2022). The Quizizz application in assessment and learning is able to increase the interest and concentration of class VI students at Banjar Harjo Elementary School, (Rahmawati et al., 2022).

In today's digital era, technology has become a very useful tool in education. One platform that has made a major contribution in facilitating learning is Quizizz. However, sometimes there are situations where internet access is not available, or it may be desirable to use Quizizz offline. The Quizizz application is offline, which allows the use of this platform without an internet connection. The Quizizz offline application is a feature that allows teachers and students to use Quizizz in offline mode, without requiring active internet access. In this mode, teachers can access pre-made quizzes and students can answer questions physically using paper and pencil. Later, student answers can be entered into the Quizizz system manually once an internet connection is available. This application is expected to provide and increase students' enthusiasm and interest in learning when facing assessments at the end of the learning process (Zarkasi, 2023).

The use of the Quizizz Offline application that the author uses to increase student interest and learning outcomes in summative assessments has also been used and strengthened by previous journals such as the journal of the use of Quizizz ICT media in PAI Assessments to improve student learning outcomes, the results of this research, the use of ICT media in the form of the Quizizz application can improve student learning outcomes in Islamic religious education subjects (Kasmawati, 2022). The evaluation of Quizizz-based learning at MTS NW 2 Kembang Shell as an effort to welcome the independent curriculum. The results of this research are that the Quizizz application can cover student needs and student results increase and students become less bored in doing the task (Zarkasi et al., 2023). The use of paper mode Quizizz can increase students' vocabulary (Son, 2023).

B. Methods

The method used is direct observation of students during the assessment. According to (Rachmawati, 2017) Three common observation approaches are (1) Participant Observation: In this method, the observer becomes a member of the group or environment being observed. They are actively involved in the activity being observed, interacting with participants, and observing the situation from a more intimate perspective. Participant observation allows in-depth observation of the lives and experiences of the subjects being observed, (2) Non-participant Observation: This method involves the observer remaining outside the group or environment

being observed. They observe without being actively involved in the activity being observed. Non-participant observation is often used when you want to obtain an objective perspective on the situation or behavior being observed, (3) Covert Observation (Covert): In this method, the observer disguises or hides the purpose of his observation from the subject being observed. Subjects are unaware that they are being observed. Covert observation can provide a more natural picture and is not influenced by the subject's awareness of the observation, but it also raises ethical questions because it involves disguise and lack of consent from the subject. Observation or observation is a very important research technique. Observations are used for various reasons. Observations can be classified into observations through participation, in observations without participation the observer only performs one function, namely making observations (Sugiyono, 2018).

The next method that researchers used was interviews, according to Putria (2020) There are three interview methods that are commonly used: 1) Structured Interview: In the structured interview method, the questions to be asked to respondents are predetermined. Question structure often follows pre-established guidelines or frameworks. Structured interviews ensure that each respondent answers the same set of questions, allowing for easier comparison and analysis of data. Structured interviews tend to be more formal and have limitations in providing opportunities for respondents to express their views in a freer way, 2) Semi-Structured Interviews: The semi-structured interview method combines elements of structure and flexibility. In these interviews, some questions are predetermined, but there is also room for topic development and additional questions based on the respondent's responses. Semi-structured interviews provide an opportunity for respondents to provide their thoughts and perspectives in more depth, while still maintaining some boundaries in the form of pre-determined questions, 3) Unstructured Interviews: Unstructured interview methods involve interviews that are freer and have no structure tight. In these interviews, there are no predetermined questions, and the interview tends to follow a freer flow of conversation. Unstructured interviews provide great flexibility for the interviewer to explore topics in depth, follow the flow of conversation as it emerges, and explore respondents' views and experiences in more detail.

Researchers conducted interviews with students and teachers at 3 different grade levels. The interview technique that the researcher uses is a structured interview technique, which means that first the researcher asks a series of structured questions, then one by one they are deepened in providing further information, so that the answers obtained can cover all variables, with complete and in-depth information. The next method that researchers use is the experimental method, researchers using experimental methods to explain cause-and-effect relationships between related variables in the research context. The experimental method is a powerful approach to testing hypotheses and understanding the impact of independent variables on dependent variables. In this experiment, we systematically manipulate the

independent variable to see the changes that occur in the dependent variable. Researchers also use experimental groups and control groups to ensure the accuracy of research results. Through the use of experimental methods, researchers hope to make a significant contribution to the understanding of the phenomenon being studied so that feedback can be identified (Setyanto, 2013).

C. Results and Discussion

The steps that the researcher took were to download the Quizizz application on a laptop and cellphone with the same account, then create questions via the Quizizz application offline (paper mode), then download the PDF barcode that is available in the application which students will use to represent the answers to all the questions. The next step that the researcher took was to socialize with all teachers and staff about the use and challenges that would be faced when using the offline Quizizz application and at the same time provide outreach and direction to students in class who would take advantage of using the offline Quizizz application.

An effort to increase understanding of the concept of the water cycle using digital media Quizizz paper mode for class V students at SDN Bandar for the 2022/2023 academic year, learning model and exploration in digital media for class V SDN Bandar, the cycle of increasing learning understanding of scientific concepts related to the water cycle is clearly visible by implementing a 6-step teaching model: 1) students explain the learning objectives that will be implemented, 2) encourage students to pose a problem, 3) propose a hypothesis, 4) The teacher invites students to carry out research activities, 5) assigns students to make presentations of research results, 6) evaluates the findings that students have obtained together.

The influence of Quizizz paper mode media on learning outcomes for material applying the Pancasila attitude for class IV UPT SD Negeri 220 Gresik at the use of the Quizizz Paper Mode application influences learning outcomes Learning Results for Material for Applying Pancasila Attitudes for Class IV UPT SD Negeri 220 Gresik. This is proven by analyzing the results of the t-test with a Sig value of 0.00, this is smaller than the significance level of 0.05, this means that there is an influence of the Quizizz Paper Mode media on the learning outcomes of the material for applying the Pancasila attitude for class IV UPT SD Negeri 220 Gresik, (Rini et al., 2023). Basic training participants' perceptions of the use of Quizizz as a learning evaluation method. The classroom action research of Quizizz is a learning evaluation method that is very fun and efficient in terms of cost and time utilization, because Quizizz very easy to use and the results are very accurate and participants can directly see the results obtained, this is in accordance with the perception of basic CPNS training participants class II class IX 2020 class A, so it can be recommended for lecturers or facilitators to be used as a learning evaluation method (Kalahatu, 2021).

The next step, the researcher carried out a trial implementation in class and the researcher distributed the barcodes that had been printed to the students according to the order of absence numbers and according to the class that we had created in the offline Quizizz application and then explained to the students the use of the barcode which would represent the answers from those who received it. Will be scanned via the teacher's Android cellphone.

The next step is for researchers to prepare other devices such as cables, projectors, laptops and Android cellphones as tools that will be used to carry out the summative assessment. Next, when carrying out a summative assessment, the teacher first explains and tells the students that the questions that will be presented will be displayed on the projector screen in front and answered using a barcode according to the rotation direction of the barcodes A, B, C, and D which the students consider correct, the answer the correct one is in the top round position.

The final step is that the teacher takes the students' answers by scanning the barcode that has been lifted up by the students and immediately the students' answers will be entered into the Quizizz application on the researcher's Android cellphone. When the scanning is complete and when the researcher is about to submit the answer, the student's correct answer will immediately appear on the projector screen. From there it can be seen which students answered correctly and which students answered with the wrong answer. Then students can see directly the points obtained during the process of carrying out the assessment and from there it was clearly visible the enthusiasm of the students who cheered happily during the implementation process and when they saw that their answers were correct. After completing all the questions answered, the researcher immediately ended the quiz by pressing end quiz on the Android cellphone. After clicking, the ranking of the number of points that the students had obtained would appear via the projector layer on the whiteboard.

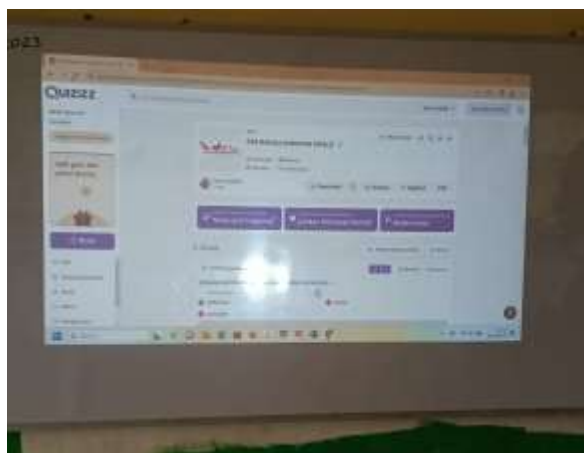


Figure 1. Create Questions via the Quizizz Application



Figure 2. Share Barcodes



Figure 3. Scan Student Answers

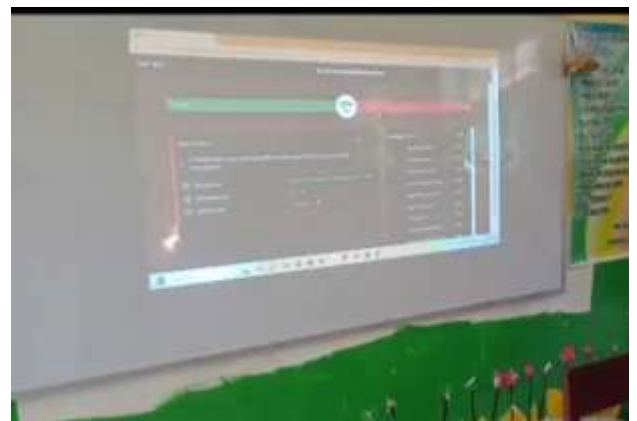


Figure 4. Student Results

As a result of implementing the offline quiz, students looked happy and enthusiastic in carrying out the assessment and it was seen that students did not feel burdened or afraid when carrying out the summative assessment. results of previous summative assessments. My students in class IV at SDN 11 Sembawa, when a summative assessment was scheduled, they spontaneously answered hooray, with the students' answer indicating that they were no longer afraid of carrying out the summative assessment and it was something fun for them. By using the Quizizz offline application when carrying out assessments you can Developing students' cognitive and analytical abilities because students are faced with questions that encourage them to think critically and logically in answering them.

D. Conclusion

The conclusion from this research is that the Quizizz application is able to increase student interest and learning outcomes in carrying out assessments, so that when carrying out assessment's students feel happy and not burdened.

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