

Utilization of Quizizz Media as A Tool for Evaluation of Mathematics Learning Students of SDI Al-Chusnaini Sukodono

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Abstract: This study was conducted to determine the implementation and obstacles in evaluating mathematics learning using the media *quizizz* for fourth grade students of SDI Al-Chusnaini Sukodono, East Java. This study uses descriptive qualitative research methods. This study describes the implementation and obstacles in evaluating mathematics learning using *quizizz* media for fourth grade students of SDI Al-Chusnaini Sukodono, East Java. The results of research conducted by researchers through observations and interviews with teachers and fourth grade students of SDI Al-Chusnaini Sukodono, East Java, resulted in data that the evaluation of mathematics learning using *quizizz* media made evaluation activities fun but not effective because several things, including teachers could not knowing the working process of students when evaluating learning and there are some students experiencing problems related to signals or networks that are less stable.

Keywords: Quizizz Media, Learning Evaluation, Mathematics Learning

Abstrak: Penelitian ini dilakukan untuk mengetahui pelaksanaan dan hambatan dalam evaluasi pembelajaran matematika menggunakan media *quizizz* pada siswa kelas IV SDI Al-Chusnaini Sukodono Jawa Timur. Penelitian ini menggunakan metode penelitian kualitatif deskriptif. Penelitian ini mendeskripsikan mengenai pelaksanaan dan hambatan dalam evaluasi pembelajaran matematika menggunakan media *quizizz* pada siswa kelas IV SDI Al-Chusnaini Sukodono Jawa Timur. Hasil penelitian yang dilakukan oleh peneliti melalui kegiatan observasi dan wawancara pada guru dan peserta didik kelas IV SDI Al-Chusnaini Sukodono Jawa Timur menghasilkan data bahwa pelaksanaan evaluasi pembelajaran matematika menggunakan media *quizizz* menjadikan kegiatan evaluasi menyenangkan namun belum efektif karena beberapa hal diantaranya guru tidak dapat mengetahui proses pengerjaan siswa saat evaluasi pembelajaran serta terdapat beberapa peserta didik mengalami permasalahan terkait sinyal atau jaringan yang kurang stabil. Jadi dapat disimpulkan bahwa pelaksanaan evaluasi pembelajaran matematika menggunakan media *quizizz* di SDI Al-Chusnaini belum efektif karena masih terdapat hambatan-hambatan.

Kata kunci: Media Quizizz, Evaluasi Pembelajaran, Pembelajaran Matematika

INTRODUCTION

The development of science and technology is very influential in various lives and is expected to have a positive impact on the world of education (Mulyati & Evendi, 2020). The use of technology in the era of the industrial revolution 4.0 cannot be separated from people's lives. The use of technology can be put to good use, especially in the world of education, it can be used to advance education along with the development of science and technology. The use of technology in education is very much needed, especially after the Covid-19 pandemic around the world, including Indonesia. There are many significant changes both in the learning process and in evaluation activities at the end of the learning process and.

Based on the current phenomenon, most elementary school students consider mathematics as the most difficult subject, because there are many formulas in mathematics that they do not know what the benefits and purposes of the formula are. Even though without them realizing it,

mathematics is always applied in everyday life, such as buying and selling activities, calculating time and other activities. This makes mathematics a compulsory subject to learn. However, some students are lazy to learn mathematics because learning activities are boring and only through lectures and then doing practice questions in notebooks or on student worksheets (LKS). An educator must be able to package learning activities in an interesting and creative way. An educator must develop the implementation of an online-oriented assessment with the aim of knowing the extent of mastery of the material obtained by students (Henukh et al., 2020). Therefore, an alternative assessment solution is needed so that learning mathematics is fun.

Quizizz is a website that can be used by educators during the covid-19 pandemic. This quizizz media makes learning fun because learning is accompanied by a game or quiz. Toy-based learning is one of the interesting learning media, interactive and can lead to interaction between students. Games can lead to student learning motivation, namely fantasy, challenge and curiosity (Irwan et al., 2019). So that this quizizz media is important to be applied to elementary school children to foster motivation to learn, especially in mathematics.

Quizizz is one form of online software that can be used to implement teacher evaluations of teaching (Rulyansah, 2022). Quizizz is an online application-based learning tool or media consisting of quiz features, surveys, games, and discussions (Guru et al., 2021). Quizizz is a game-based educational application that brings multiplayer activities into the classroom and makes practice fun (Purba, 2019). Quizizz has game features such as avatars, themes, emojis and music so that it can eliminate the boredom felt by students during learning. So it can be concluded that quizizz is a web tool using a browser that can be used to present material as well as provide interactive quizzes both during learning and outside the classroom.

Mathematics learning is a learning activity made by educators in developing students' thinking and to develop the ability to build new knowledge as a way to improve good skills in mathematics (Amir M.Z, 2015). Mathematics learning is a process of transferring knowledge from educators to students to develop students' abilities in mathematics and develop students' abilities in solving problems related to mathematics. So it can be concluded that learning mathematics is a learning process between educators and students which contains the occurrence of an understanding of knowledge in solving a problem related to mathematics or numbers. Mathematics learning is studied in elementary school in order to solve everyday life problems related to numbers.

Several studies have stated that quizizz is a fun evaluation medium for online learning during the COVID-19 pandemic. This is based on previous research conducted by (Setiawati, 2021) which stated that the evaluation of learning using quizizz media received a positive response. Furthermore, in a study conducted by (Bahri et al., 2021) which states that quizizz has a positive effect on students' motivation and learning achievement. The difference between this research and previous research lies in the method used and the research subject, which of course produces different research results. The uniqueness of this study is to analyze the evaluation activities of mathematics learning using interactive and fun media, which can be used as an introduction to students that we will enter the 5.0 era, which will all enter the digitalization era. Based on this explanation, this study aims to describe the use of quizizz media as an evaluation tool for learning mathematics and to describe the obstacles experienced by students in carrying out learning evaluations using quizizz media at home.

METHODS

This research was conducted from April to May 2022. This research was carried out at SDI Al-Chusnaini Sukodono. The purpose of this study is to describe the use of quizizz media as an evaluation tool for learning mathematics and to describe the obstacles experienced by students in the implementation of learning evaluation using quizizz media at home.

The method used in this research is descriptive qualitative method. According to Dr. Farida Nugrahani (2014), descriptive qualitative method is research that reveals a problem in everyday life and then studied in depth using observations, interviews and documentation in the process of collecting data taken. This research was conducted by means of observation, interviews and documentation. Interviews were conducted with 4 teachers and 8 students.

The stages of data analysis that have been obtained by researchers are based on when in the field and after the data collection process, then collect data, after that, researchers use source triangulation and method triangulation, then researchers carry out data analysis such as reducing data or summarizing what has been obtained to be further grouped based on the focus of the problem regarding the implementation of the evaluation of mathematics learning using quizzzz media then the researchers presented the data in the form of descriptive text, namely narrative. In the final stage, namely drawing conclusions on the research that has been carried out by researchers.

RESULT AND DISCUSSION

The evaluation of mathematics learning using quizzzz media in the form of assignments at home gives a pleasant impression to students. The provision of additional assignments through the quizzzz media is to adjust from online to offline learning as well as to foster student motivation in learning, especially mathematics. When doing assignments through the quizzzz media, students looked enthusiastic as was conveyed by the fourth grade teacher when interviewed by the researcher.

The implementation of the evaluation of mathematics learning using the quizzzz media has not been effective. According to the fourth grade teacher, solving math problems can only be done during direct learning or face-to-face learning, because during face-to-face learning the teacher can see directly the students' working process. Not only that, in the implementation of the evaluation of mathematics learning using the quizzzz media, many students have obstacles.

The first obstacle experienced by students in the implementation of quizzzz media is an unstable network. An unstable network makes students late when doing math assignments through quizzzz media. Many students are constrained by the network because the student's home environment is in an area that passes through rivers and small alleys. The results of the research above are in line with research conducted by (Azrina & Latifah, 2020) on SD/MI teachers in Jember which states that the obstacle in using e-learning-based learning media is internet quota, there are also other factors such as the internet network.

The second obstacle when evaluating learning using quizzzz media is also due to limited cellphones. Many students do not have their own cellphones and still use their parents' cellphones. Students are often late for assignments because they have to wait for their parents to come home from work.

The third obstacle experienced by students is when doing math assignments through the quizzzz media, some students feel that the task is not finished quickly because the assignment through the quizzzz media is accessed via mobile phones. This makes students not focus on doing assignments and has an impact on other assignments. The results of the research above are in line with research conducted by (Rahma Istifadah, 2018) which states that the use of mobile phones has positive and negative impacts on students. The positive impact of having a cellphone is as a communication tool, as a medium of information and as a learning medium, while the negative impact of having a cellphone is that it makes students lazy to study and disturbs students' concentration.

The existence of mobile phones is now familiar, especially after the COVID-19 pandemic which has caused many changes in all fields, including education. On average, early childhood can already operate mobile phones. The sophistication of cellphones makes students addicted to

playing cellphones, making students lazy to study and forgetting to do assignments so that it can eventually interfere with the student's learning process.

Not only that, the presence of mobile phones can also interfere with the concentration of students' learning, especially if the assignment is given through quizzz media. This is because the quizzes are accessed via mobile phones. As a result, students' focus is divided between playing games on their cellphones or doing assignments. This is what causes students' homework to be finished quickly.

CONCLUSION AND SUGGESTIONS

The conclusions based on the research conducted are as follows: (1) The validation results of the three instruments are included in the appropriate category so that they can be used in this study. In more detail, the validation of the syllabus is 87%, the validation of lesson plans is 85%, and the validation of posttest questions is 85% which are categorized as very feasible; (2) The control class learning outcomes that apply conventional learning models are included in the good category with an average of 84.33; (3) The learning outcomes of the experimental class that involves the problem-based learning model are included in the good category with an average of 90; (4) The results of the paired samples test using SPSS version 24, obtained a significant result of less than 0.005, namely 0.002, which indicates that H1 is accepted or there is a significant difference. This suggests that learning with a problem-based learning model improves learning outcomes in budget planning at SMK Negeri 1 Glagah Banyuwangi. These results are in line with previous studies (Burhanuddin, 2016), (Masfirah, 2018), and (Aditya, 2018) respectively, showing an increase in learning outcomes with a percentage of 7.31%; 2.35%, and 7.11%.

Suggestions from the conclusions that can be conveyed are as follows: (1) For further research, student respondents are used from several vocational schools; and (2) further research is conducted regarding the factors that influence the improvement of vocational students' learning outcomes. The limitation of this study is that it does not measure students' responses to the implementation of the learning carried out.

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