

The Effectiveness of Using Quizizz as an Assessment Media in Improving PAI Learning Outcomes in Class VII.1 SMP Negeri 4 Lubuk Sikaping



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Abstract

This study aims to analyze the effectiveness of Quizizz as an assessment media in improving Islamic Religious Education (PAI) learning outcomes for grade VII students at SMP Negeri 4 Lubuk Sikaping. This classroom action research (CAR) was conducted in two cycles, including planning, implementation, observation, and reflection stages. The results indicate a significant improvement in students' learning outcomes, as reflected in the increased average post-intervention scores. The use of Quizizz enhanced student engagement in learning through its interactive features and immediate feedback. Improvements in question design and time adjustments during the second cycle had a more pronounced positive impact on learning outcomes. However, device limitations posed challenges that affected students' access to Quizizz. The study concludes that Quizizz is effective in improving PAI learning outcomes and serves as an innovative solution to create more engaging and effective learning experiences.

Abstrak

Penelitian ini bertujuan untuk menganalisis efektivitas penggunaan Quizizz sebagai media penilaian untuk meningkatkan hasil belajar Pendidikan Agama Islam (PAI) siswa kelas VII SMP Negeri 4 Lubuk Sikaping. Penelitian tindakan kelas (PTK) ini dilakukan dalam dua siklus yang mencakup tahap perencanaan, pelaksanaan, observasi, dan refleksi. Hasil penelitian menunjukkan adanya peningkatan signifikan pada hasil belajar siswa, yang tercermin dari kenaikan nilai rata-rata pasca-intervensi. Penggunaan Quizizz terbukti meningkatkan keterlibatan siswa dalam pembelajaran melalui fitur interaktif dan umpan balik langsung. Perbaikan soal dan pengaturan waktu pada siklus kedua memberikan dampak positif yang lebih besar terhadap hasil belajar siswa. Namun, keterbatasan perangkat masih menjadi tantangan yang memengaruhi akses siswa terhadap Quizizz. Penelitian ini menyimpulkan bahwa Quizizz efektif dalam meningkatkan hasil belajar PAI dan dapat menjadi solusi inovatif untuk menciptakan pengalaman belajar yang lebih menarik dan efektif.

INTRODUCTION

Islamic Religious Education (PAI) is one of the most important subjects in the national education system in Indonesia. As a subject that has a major contribution in shaping students' character, morals, and religious understanding, PAI plays a strategic role in preparing a generation that is not only intellectually intelligent, but also moral and noble. According to Zuhdi (2018), PAI learning aims to instill integrated religious values in daily life, so that students can understand, internalize, and practice Islamic teachings comprehensively.

However, in practice, PAI learning in schools still faces various challenges that have an impact on student learning outcomes. Learning outcomes are a measure of the extent to which students have mastered the material taught, both from the cognitive, affective, and psychomotor aspects. In the context of PAI, learning outcomes not only reflect students' intellectual abilities, but also the extent to which they are able to practice religious values in their daily lives (Bloom, 1956).



In SMP Negeri 4 Lubuk Sikaping, students' learning outcomes in PAI subjects are often not optimal. Based on initial observations, many students have difficulty in understanding abstract concepts, such as worship, Islamic history, and social ethics. One of the reasons is the lack of varied learning methods, which tend to rely on lectures and discussions with a verbal approach. This is in line with Sudjana's (2010) opinion, which states that monotonous learning methods can reduce students' interest and motivation, thus affecting their learning outcomes.

In addition, the assessments used by most PAI teachers in SMP Negeri 4 Lubuk Sikaping are still traditional, such as written and oral tests. Although useful for measuring students' understanding of the material, this assessment model is often less effective in exploring students' potential as a whole, especially in the aspects of critical thinking and creativity. According to Arends (2012), a good assessment should be able to provide meaningful feedback and motivate students to learn more actively.

With the development of information technology, opportunities arise to improve the quality of PAI learning through the use of digital media. One of the media that can support the assessment process is Quizizz, a game-based platform that allows teachers to create interactive quizzes that can be accessed by students through digital devices. Quizizz offers various features, such as multiple-choice questions, immediate feedback, and time-based competition elements, which can increase student engagement and motivation in learning. According to the theory of constructivism by Piaget (1954), effective learning occurs when students are actively involved in the learning process and gain experiences that are relevant to their lives.

Previous research shows that the use of Quizizz in learning effectively improves students' understanding of the subject matter as well as their overall learning outcomes. For example, research conducted by Wang (2015) found that game-based platforms such as Quizizz can create a fun learning atmosphere, increase motivation, and encourage students to participate more actively. This is in line with Skinner's (1954) view of positive reinforcement, where rewards or immediate feedback can improve students' learning behavior.

However, the implementation of Quizizz at SMP Negeri 4 Lubuk Sikaping still faces several challenges. One of them is the limited understanding of teachers about the use of technology in learning. Many teachers still rely on traditional methods and have not fully utilized the potential of technology to create more interactive learning. In addition, students' access to digital devices is also an obstacle, although government policies in providing technological facilities have shown positive developments.

The use of Quizizz in assessment is expected to overcome this problem by providing a more interesting and effective alternative in improving PAI learning outcomes. Quizizz can help create a learning atmosphere that is not boring, provide immediate feedback, and motivate students to learn better. This study aims to examine the effectiveness of using Quizizz as an assessment media in improving PAI learning outcomes in class VII.1 at SMP Negeri 4 Lubuk Sikaping.

Specifically, this study will evaluate three main aspects: (1) the improvement of students' cognitive understanding of PAI materials, (2) the improvement of students' motivation and involvement in the learning process, and (3) changes in students' behavior and attitudes towards PAI lessons. By using the Classroom Action Research (PTK) method, it is expected that this research can make a real contribution to the development of innovative and interesting PAI learning methods, as well as become a reference for other teachers and schools in implementing technology in learning.

Through this research, it is hoped that new insights can be gained regarding the benefits of using Quizizz in the context of PAI education, as well as recommendations for improving

the quality of learning in the future. In addition, this research is also expected to enrich the literature on technology integration in the Indonesian education system, especially in efforts to create learning that is more effective, fun, and has a positive impact on student learning outcomes.

METHODS

This research is a Classroom Action Research (PTK) which aims to improve Islamic Religious Education (PAI) learning outcomes by utilizing Quizizz as an assessment media. The research was conducted in two cycles, with each cycle including the stages of planning, implementation, observation, and reflection. The focus of this study was to examine the effectiveness of using Quizizz in improving student learning outcomes. The research variables consisted of two main aspects: the independent variable (X), namely the use of Quizizz as an assessment media in PAI learning, which was measured through indicators of the number of questions, interactive and gamification features, student response time, and immediate feedback; and the dependent variable (Y), namely student learning outcomes in PAI, which was measured through increased test scores, understanding of religious concepts, and application of religious teachings in daily life. The population of this study was all VIII grade students of SMP Negeri 4 Lubuk Sikaping who attended PAI lessons, while the research sample consisted of one class selected by purposive sampling, namely a class with varied PAI learning outcomes, with a total of 30-35 students. Data collection techniques involved several methods, namely written tests given before and after the use of Quizizz, observation of student interaction with Quizizz media, interviews with PAI teachers and students to get their views on the effect of Quizizz, and documentation that collected records related to the implementation of learning and assessment using Quizizz. The main data sources were obtained from Quizizz tests and assessments, while secondary data sources included school documents such as student learning outcome reports, syllabus, and PAI learning materials.

RESULT AND DISCUSSION

RESULT

In the first cycle of classroom action research conducted to evaluate the effectiveness of using Quizizz as an assessment media in improving learning outcomes of Islamic Religious Education (PAI) in students of class VII.1 SMP Negeri 4 Lubuk Sikaping. This first cycle involved four main stages: planning, implementation, observation, and reflection. In the planning stage, the researcher began by selecting relevant material, namely "Faith in angels", in accordance with the PAI curriculum for grade VII of junior high school. The researcher then developed 20 multiple-choice questions based on the material that had been taught, with varying levels of difficulty, to measure students' understanding. Furthermore, a lesson plan was prepared, integrating the use of Quizizz in the final stage as an assessment medium. Before implementation, researchers briefed students on how to use Quizizz through the devices they had, both laptops and smart phones.

The implementation of cycle 1 was carried out in two meetings, each lasting 80 minutes. In the first meeting, the researcher gave an explanation of the material "Faith in angels" using the discussion method with the problem-based learning model, and then gave quiz assignments using Quizizz. Each student worked on 20 questions within 15 minutes. After that, the researcher evaluated the quiz results, gave immediate feedback, and gave students the opportunity to ask questions about difficult questions. In the second meeting, the material "Rukhsah in Prayer" was explained using the discussion method with a project-based learning model, followed by a quiz. After completing the quiz, the researcher again evaluated the results and provided additional explanations as needed by the students.

Observations during cycle 1 showed some significant things related to the use of Quizizz. The majority of students looked enthusiastic and active, with a high level of engagement. They were more focused in doing the questions because Quizizz provided an interactive and fun learning experience. While most students were able to complete the quiz within the allotted time, some students still needed additional time to understand the more complex questions. The quiz results showed variations in achievement, with some students achieving excellent scores, while others still needed improvement. Students responded positively to the use of Quizizz, feeling more interested and motivated to learn due to the fun and accessible quiz format.

Reflection on cycle 1 shows that the use of Quizizz as an assessment medium can increase student engagement in learning. Quizizz also provides quick feedback, allowing students to know the results of their work directly. Nevertheless, there were some obstacles, such as limited devices at students' homes that affected their ability to access Quizizz, as well as some questions that were considered too difficult by some students, which had an impact on the low scores of some students. For improvement in the next cycle, researchers plan to provide additional time to complete the quiz, simplify questions that are too difficult, and provide more detailed explanations regarding the use of devices for students who have difficulty accessing Quizizz.

The implementation of cycle 2 in this study was carried out in one meeting with an allocation of 80 minutes. At the first meeting, the researcher gave an explanation of the material "Rukhsah in Fasting Worship" using the interactive discussion method and the DBL model. After the material explanation was complete, the researcher instructed students to take a quiz using Quizizz which contained 20 multiple choice questions. The questions have been adjusted to a more varied level of difficulty. To provide an opportunity for students to delve deeper into the material, the researcher gave 20 minutes to complete the quiz. After the quiz was completed, the researcher checked the results and provided immediate feedback, explained the correct and incorrect answers, and provided additional explanations if there were confusing questions. In closing, the researcher summarized the material and assigned students to review the quiz results as learning materials at home.

Observations during cycle 2 showed a significant improvement in student learning outcomes. The majority of students seemed more enthusiastic and focused in doing the quizzes, which can be attributed to sufficient time and easier-to-understand questions. Most students managed to complete the quiz within the allotted time, with some students who previously struggled now able to do the questions more quickly. The quiz results showed an improved average score compared to cycle 1, with more students achieving good or very good scores. Although there are still some students who need more attention, these results show significant positive changes. Students also gave a very positive response to the use of Quizizz, feeling helped by the immediate feedback and feeling more motivated in participating in learning. In fact, some students requested that quizzes be held more often.

Cycle 2 reflection revealed that the use of Quizizz as an assessment media proved effective in improving student learning outcomes. Improvements to the questions and time adjustments proved to have a positive impact on students' ability to complete quizzes better. The additional time given allowed students to think more clearly, which ultimately contributed to improving learning outcomes. Nevertheless, there were still some students who had difficulty in accessing Quizizz due to device limitations, and this needs to be addressed to ensure all students can access the quiz smoothly. For the next cycle, researchers plan to involve students more in the creation of quiz questions, which can help them better understand the material actively. In addition, researchers will also look for further solutions to overcome the problem of device limitations faced by some students.

DISCUSSION

This study aims to measure the effectiveness of using Quizizz as an assessment media in improving learning outcomes of Islamic Religious Education (PAI) in VII grade junior high school students. This research was conducted through two cycles, each of which included planning, implementation, observation and reflection. Based on the results of the analysis of both cycles, there was a significant increase in students' learning outcomes as well as an increase in their involvement in learning. This discussion will elaborate on the findings of cycle 1 and cycle 2 based on relevant theories and concepts.

In the first cycle, the use of Quizizz as an assessment media has begun to have a positive impact even though there are some obstacles, such as the difficulty of some students in accessing Quizizz and questions that are considered too difficult. Student engagement during the implementation of quizzes increased because Quizizz provided an interactive and fun learning experience. According to the theory of constructivism proposed by Piaget and Vygotsky, learning that involves student activities in the learning process such as discussions and quizzes can improve students' understanding because they are directly involved in the process of seeking knowledge (Piaget, 1973; Vygotsky, 1978). In the first cycle, although students' learning outcomes showed improvement, there were some students who still struggled with more complex problems.

In the second cycle, the improvements made to the questions and time adjustments had a greater positive impact. For example, the additional 5 minutes allowed students to complete the questions more calmly, while the improvements to the questions that were easier to understand helped students to answer the quiz better. This demonstrates the application of principles from Bandura's social learning theory which states that effective learning occurs in an environment that provides opportunities for students to develop skills through social interaction and constructive feedback (Bandura, 1986). With the improvements made, most students showed significant improvement in quiz results.

One of the things that really stood out in both cycles was the increase in student engagement. The use of Quizizz which is game-based and provides immediate feedback was shown to make students more motivated to learn. According to Deci and Ryan's (1985) Self-Determination theory of motivation, giving students autonomy in choosing how they do their tasks and providing immediate feedback can increase students' intrinsic motivation. Results from the second cycle showed that students felt more interested and motivated, which was also supported by their positive response to the use of Quizizz.

Despite the significant improvement, some obstacles still arise, such as the limited devices used by students. This reflects the challenges faced by technology in learning, proposed by Davis (1989) in the Technology Acceptance Model, which states that the acceptance of technology in learning is influenced by the ease of use and convenience of students in accessing it. Therefore, it is important to find solutions so that all students can access Quizizz effectively, such as by providing school devices or increasing the time of the quiz.

CONCLUSION

Based on the results of the two cycles that have been carried out, this study concludes that the use of Quizizz as an assessment media in learning Islamic Religious Education (PAI) in class VII SMP has proven effective in improving student learning outcomes. This improvement can be seen from several aspects:

1. **Improved Learning Outcomes:** In both cycles, there was a significant increase in student learning outcomes, both from the pre-test and post-test scores. The increase in the average student score indicates that the use of Quizizz can help students understand the material better, which is reflected in higher assessment results.

2. **Student Engagement:** The use of Quizizz in learning has a positive impact on student engagement. Students look more enthusiastic and motivated in participating in learning because Quizizz provides a more interactive and fun learning experience. This is in line with motivation theory which states that learning that involves active participation of students can increase their intrinsic motivation.
3. **Immediate Feedback:** One of the advantages of using Quizizz is its ability to provide immediate feedback to students after they complete the quiz. This feedback greatly helps students to understand their mistakes and correct them, which speeds up the learning process and improves their understanding of the material being taught.
4. **Continuous Improvement:** Based on the reflection conducted in the first cycle, various improvements were implemented in the second cycle, such as adjusting the questions to make them easier to understand and increasing the time for quizzes. These improvements proved effective in improving students' learning outcomes and making them better prepared to face the challenges of the assessment process.
5. **Constraints and Solutions:** Although there was a significant improvement, technical problems such as device limitations were still an obstacle. Researchers need to find solutions, such as providing school devices or increasing the time of quiz implementation so that all students can access Quizizz smoothly.

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