

Utilization of Quizizz as a Learning Medium for Elementary Teachers in Cisauk District

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ABSTRACT

Digital competence is a competency that must be possessed by teachers in the digital era. However, this skill turned out to be a big obstacle during the covid-19 pandemic. Many teachers have not been able to take advantage of technology, so in learning, there are still those who rely on WhatsApp as a learning tool. Elementary school teachers in Cisauk District who are members of PGRI (Persatuan Guru Republik Indonesia) reported that student learning outcomes during the covid-19 pandemic were no better than before and they realized that students were less motivated. The purpose of this community service activity is to improve the knowledge and ability of teachers in Cisauk District in using Quizizz. This activity was held in virtual training for 46 teachers and school principals. The methods used are discussion, demonstration, assignment, monitoring, mentoring, and evaluation. The teacher is given the task of making a Quizizz and testing it for their students in class. Teachers are also accompanied and guided in completing assignments. From the results of the training, teachers showed an increase in knowledge and skills using Quizizz. Quizizz also has a positive response from students.

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INTRODUCTION

The covid-19 pandemic in early 2020 has drastically changed the learning of offline to online. This change in the system was not previously expected. Schools and teachers are not ready for this pandemic situation. Of course, the unpreparedness of teachers and schools resulted in online learning not running smoothly. Teaching-learning obstacles are many faced by schools, teachers, students, and also parents. Not to mention infrastructure conditions, such as the internet networks. The decline of education in Indonesia seems to have been imagined in front of the eyes if this condition lasts for a long time. On the other hand, one of the competencies of teachers that must be mastered is digital competence, which has information and communication technology (ICT) capabilities both for professional development and learning methods (Wijayanti & Budhayanti, 2019). Although it is the key to the professionalism of someone who is committed to a career as a teacher, there are still many teachers who have not mastered information and communication technology (Baalwi, 2020).

The above conditions happened to elementary school teachers in Cisauk District, Kabupaten Tangerang, as members of PGRI (Persatuan Guru Republik Indonesia/Union of Teachers of the Republic of Indonesia). They cannot fully implement a virtual learning system. Some schools are still in zone 3T (tertinggal, terbelakang, terluar/lagging, leading, and outermost) so they cannot implement real distance education (PJJ/pendidikan jarak jauh). Such conditions require teachers to be creative in utilizing and mastering alternative learning media (Astini, 2020).

From the results of an online questionnaire in July 2020 distributed to teachers in Cisauk District, it is known that all teachers, the majority of whom are bachelor educated, admitted that 94% of students' learning outcomes were no better than before the pandemic. The obstacles felt by teachers are students' laziness to learn (59%), difficulty concentrating (59%), and often being absent from online classes (41.2%). On the teacher's side, it's extra to correct (64.7%), difficult to motivate students to learn (82.4%), and not mastering technology (5.9%). These obstacles imply that teachers have not been able to transform the offline learning system to online until almost two years of pandemic covid-19 running at this time.

Because online teaching must be going run, many elementary schools in Cisauk District applied system learning that is felt not troublesome, namely using WhatsApp application (94.1%). This finding is the same as the other study on the learning system in Bojonegoro and Lamongan that teachers give assignments through WhatsApp (Risalah et al., 2020). Similarly, teachers in Sidoarjo still give assignments by typing and sent to students via WhatsApp, then students do the task and send it in the form of pictures used WhatsApp. There is a tendency for education practitioners throughout Indonesia to use WhatsApp that has been more familiar since before the pandemic (Safarati et al., 2020). Using

WhatsApp group, teachers can provide materials, homework, make video calls with students, or send learning videos to students. WhatsApp is solely a medium for providing and receiving materials and tasks, eliminating direct teacher-student interaction during the covid-19 pandemic. WhatsApp is very helpful in learning as an intermediary between students and teachers. By using WhatsApp, parents of elementary students, in particular, participate in monitoring their children in learning. Teachers, students, and parents have no other choice for learning online mediums.

The medium of learning is an important factor for creating effective and efficient learning. In October 2010, learning by utilizing gamification appeared to increase student participation in the classroom and create more engaging learning. Gamification is the process of adding elements of play in education to increase learning motivation, through the provision of values, challenges, winners, awards to achieve a level of engagement in the game so that it can be used as an evaluation and assessment tool (Handoko et al., 2021). Gamification is a game-based online application that can be used at all levels (Bicen & Kocakoyun, 2018). Gamification creates a different atmosphere for learning. Gamification helps teachers in creating an unsaturated learning atmosphere and makes students excited to learn. One kind of gamification is Quizizz, a game that can be freely accessed through the browser web.

Quizizz is more effective in spurring learning (Basuki & Hidayati, 2019), becoming an assessment device that makes it easier for teachers to measure learning experience (Bicen & Kocakoyun, 2018; Handoko et al., 2021), effective and efficient because it is easy to use, paperless, and can be done anywhere and anytime (Pusparani, 2020). Thus, based on the situation and condition of teachers who are members of PGRI in Cisauk District and the advantages of the Quizizz device, the purpose of community service is to improve the knowledge and ability of teachers in Cisauk District in utilizing Quizizz as a medium of learning and evaluation.

METHOD

Partners of this activity are teachers and principals from eighteen elementary schools (private and state) who are members of PGRI Cisauk District. Each school delegates two until five teachers to participate in this activity. The number of teachers and principals involved was 46, consist of 34 women (74%) and 12 men (26%). The kind of community development activity is Quizizz training used methods of discussion, sharing, demonstration, assignment, monitoring, mentoring, and evaluation by the Zoom meeting application.

This activity is carried out from June to August 2020 in three stages (Figure 1). In the preparation stage of the activity, the team prepares modules to make it easier for teachers to understand Quizizz and so that teachers can learn on their own after training ends. In addition to setting up modules, the team shared an online pre-test with participants a day before the activity.

The next stage is implementation. The team delivers Quizizz materials, shares experiences, and demonstrates the use of Quizizz. Furthermore, the teacher participates in the quiz that teams published during training. After the training, participants were also handed poses. At the end of the training, the team assigns the teacher to create a quiz in Quizizz and is practiced in their respective classes so that the teacher's ability to apply the material is known. The team also assists in the framework of task creation and facilitates discussions with teachers in the WhatsApp group. Through this WhatsApp group and mentoring, the team also conducts monitoring of tasks completed by teachers. In the last stage, namely the evaluation stage, an assessment of the teacher's work in completing the task, processing and evaluating the results of pre-test and post-test, and conducting interviews. As you can see in Figure 1.

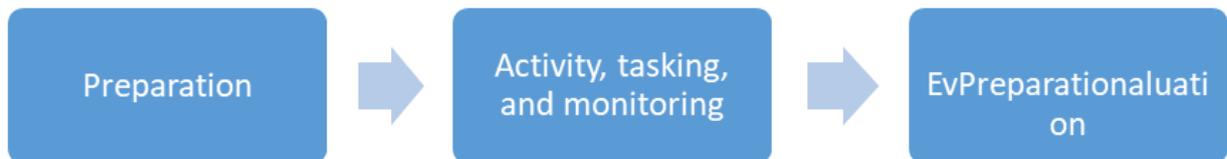


Figure 1.
Process of activity

RESULT AND DISCUSSION

When calculated in the amount of time, learning technology can not be quickly mastered in a short time, it is necessary to constantly do habituation and training. With different backgrounds and experiences, the participants of this activity have the same capture power in understanding Quizizz. Not to mention the limitations of online learning, such as external constraints, network problems, internet quota, and mobile phone or laptop devices used together with family members. In addition, internal constraints include the concentration of listening to training and technological ability. However, from the presence and seriousness of following this activity to the end, teachers have shown a high enthusiasm to get to know, learn, and try learning technology with Quizizz.

Material exposure sessions are delivered through Quizizz demonstrations. Demonstrations of Quizizz aroused the teacher's curiosity. Teachers take the stages of making quizzes at Quizizz. After the demonstration, the discussion session also invited a deeper sense of curiosity. In discussions, some teachers share their experiences in using Quizizz or another games applications such as Kahoot (Figure 2).



Figure 2.
Discussion and sharing experiences

To find out the teacher's absorption in utilizing Quizizz, the team assigned a task to design a quiz of a subject and play it in class. Tasks can be done independently or in groups (only two people). They have two weeks from the training to doing the task. In accompanying the teacher to make the task, the team opened communication through WhatsApp. Of the assigned assignments, as many as two groups of teachers and three teachers independently collected the task link in the g-drive provided. Teachers who do not collect experience obstacles in terms of the short time given by the team for preparing quizzes, which is two weeks. Some teachers do not have time to make up questions at Quizizz, in addition to the busyness of teachers at the beginning of the new school year semester. Another factor, some teachers still need guidance to create Quizzes due to technological limitations.

From the results of the links collected it is known that teachers are already able to create Quizizz and apply it in the classroom. However, from the collected tasks there is a Quizizz link that cannot be accessed, making it difficult for the team to know the model of the problem created and the results of learning from the Quizizz report. One of the Quizizz links the teacher worked on appears from Quizizz view for grade IV students: <https://quizizz.com/admin/quiz/611322cfb60c6e001bc4dc7a/ipa-kelas-b> (Figure 3).



Figure 3.
Quizizz trials in class

The maximum grade of IV students who participated in Quizizz was 20-80 (Figure 3). The results of the quiz held live, as many as 8 out of 23 students are constrained by the network so they can not do the quiz until the ends (Figure 4). This was made clear by the class teacher, "they are still confused, Ma'am, in its operation and also the signal constraints, while in the process it is limited in time and I give it only one minute each" (I, male). Of the 23 students, only 4 managed to get the best score out of 10 questions given. According to the teachers, the quiz with Quizizz is the first time demonstrated in their classroom and the results have not been maximal. However, it shows that teachers are willing to try their own by preparing materials, but several students in their homes are constrained by signals or still confused to play them. As the beginning of Quizizz usage habits, working on quiz through Quizizz has stimulated students to excel in competing in doing quizzes appropriately and correctly.

Players	Score	Accuracy	Started At	Info
AY	8060	90%	Sat 14, Aug 01:52 AM	Chrome Mobile WebView on vivo \$2
NRM	6860	80%	Sat 14, Aug 01:52 AM	Chrome Mobile on Generic Smartphone
NAA	6860	80%	Sat 14, Aug 01:52 AM	Samsung Internet on Samsung \$2
R	6850	80%	Sat 14, Aug 01:52 AM	Mobile Safari on iPhone
NCA	6420	70%	Sat 14, Aug 01:52 AM	Chrome Mobile on Generic Smartphone
RIM	5990	70%	Sat 14, Aug 01:52 AM	Samsung Internet on Samsung \$2
APS	5060	60%	Sat 14, Aug 01:52 AM	Chrome Mobile on CPH1803
MP	4820	50%	Sat 14, Aug 01:52 AM	Chrome Mobile on XiaoMi Redmi Note 8
KQS	3490	40%	Sat 14, Aug 01:52 AM	Chrome Mobile on Generic Smartphone

QA	3430	40%	Sat 14, Aug 01:52 AM	Chrome Mobile WebView on Generic Smartphone
OL	3390	40%	Sat 14, Aug 01:53 AM	Chrome Mobile on CPH1801
QEA	2750	30%	Sat 14, Aug 01:54 AM	Chrome on Other
LSK	2670	30%	Sat 14, Aug 01:52 AM	Samsung Internet on Samsung SM-G610F
PNA	2110	30%	Sat 14, Aug 01:52 AM	Chrome Mobile on Generic Smartphone
RK	1840	20%	Sat 14, Aug 01:52 AM	Chrome Mobile on Generic Smartphone
MRH	0	0%	Sat 14, Aug 01:52 AM	Chrome Mobile on Generic Smartphone
MUH	0	0%	Sat 14, Aug 01:52 AM	Chrome Mobile on Generic Smartphone
A	0	0%	Sat 14, Aug 01:52 AM	Chrome Mobile on CPH1803
MYN	0	0%	Sat 14, Aug 01:52 AM	Chrome Mobile on XiaoMi Redmi Note 8
P	0	0%	Sat 14, Aug 01:52 AM	Chrome Mobile on Generic Smartphone
NAMD	0	0%	Sat 14, Aug 01:52 AM	Chrome Mobile on Generic Smartphone
OR	0	0%	Sat 14, Aug 01:52 AM	Chrome Mobile on CPH1801
MNH	0	0%	Sat 14, Aug 01:53 AM	Chrome Mobile on Generic Smartphone

Figure 4.
Recapitulation of Quizizz values

Overall, some teachers have already shown a willingness to make quizzes and try them in class. There was a teacher who sent a video testimonial from one of the students in his class. In the video, the student says, "... At first I was nervous, then fitting to do the problem for a long time exciting, so I like to do tasks at Quizizz" (S, female). The 21-second video indicated the teacher had practiced Quizizz in class and reported it even though the team did not ask the teacher to send testimonial evidence of Quizizz's use in the form of a video. The team only asked the teacher to give a written response to the teacher's observations in the classroom after applying Quizizz. Here are some of the teacher's comments about Quizizz:

Students are very enthusiastic in working on the problem, easier Quizizz and clearer because there are slides to explain the problem first, then the child easily answers the question (L, female)

Students can find out the score obtained (N, female)

Students feel happier to use Quizizz because Quizizz is easier and understandable in working on it and can use interesting images, typing questions there are no limits (A, female)

It is more fun to work on the problem directly and with a predetermined time so that the value can be known (A, female; DH, man)

... It's free, more features and interesting, which made me choose quiz, because in Quizizz there is a bank of very helpful questions." (R, female)

The teacher's response above same as a testimonial of the 3rd graders' students explaining that teachers and students have felt the advantages of Quizizz compared to other games (e.g. Kahoot has been introduced before to teachers). The ease of using Quizizz supports the study of Degirmenci (Degirmenci, 2021). Some many conveniences and benefits exist in Quizizz. Quizizz provides many types of questions, has an assignment bank that can be free duplicated, can display a variety of images, the score can be instantly visible, easier to use, and interesting. All of which supports that learning innovation by utilizing Quizizz provides a different atmosphere in teaching-learning, such as students more eager to work (Khairiyah et al., 2021) and teachers can make learning as creative as possible through varia-

tions of questions and images (Safarati et al., 2020); students are passionate, feel challenged and ambitious to compete for reaching the top of the podium (Yanti et al., 2021).

Evaluation of this training can also be known from the knowledge and insight of teachers better than before getting to know Quizizz. From the results of pre-test and post-test on 32 teachers who filled out questionnaires, there was an increase in teacher knowledge about Quizizz by 88% (Table 1).

Tabel 1
Hasil pretes dan postes

	Pre-test	Post-test	
Minimum	10	30	
Maximum	50	80	
Average	29	54	
%			0.88

In the evaluation stage, the team interviewed two teachers and four students. They admit to applying Quizizz in the classroom one to two times, for example for IPA (exact), IPS (social), and thematic subjects. They use direct mode because they want students to know firsthand the results of the quiz and to create "an inter-student competition that can be directly seen on the screen of a mobile phone or laptop who is the winner" (I, male). In using direct mode, constraints when working is a signal problem so that students can be left behind in the work of Quizizz. Dissatisfaction from students even arises from not reaching the top three rankings, as the following teachers say:

When I first used it, I used a live feature. But the obstacles are many, one of which is network constraints and many students do not accept because of the rank system, they are ambitious to be at the top (R, female).

In the future, all teachers interviewed will try a Mathematics quiz with many symbols, combined with text. At least from training to the evaluation program, the teachers still introduce and make it familiar to students so that they recognize Quizizz. Because of this, teachers say they haven't tried more complicated subjects, including formative tests. Teachers also acknowledge that they will continue to apply Quizizz to students in the upper or lower classes so as not to get bored: ".. I'll use them so they don't get bored and have more variety. Students also become motivated and compete with their friends to get good grades" (I, man).

CONCLUSION AND RECOMMENDATION

Primary school teachers act as the guard of primary education. For the success of learning at the next level of education, elementary teachers need to create a pleasant learning atmosphere at this time, especially during the covid-19 pandemic. Learning while playing games will be created if the teacher can already use Quizizz in the classroom. The knowledge and understanding of teachers in Ciasuk District about Quizizz have shown an increase (88%), but in practice, not all teachers showed their ability. Therefore, teachers in Cisauk District need to keep continue to using Quizizz to be more proficient and can be applied in the classroom. Quizizz training still needs to be improved by utilizing other untouched features, such as making presentations and formative evaluation.

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