

**UTILIZATION OF EVALUATION MEDIA BASED ON THE QUIZIZZ
APPLICATION IN THEMATIC LEARNING AT THE 2ND GRADE**

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Article History:	Abstract
Submitted June 6 th , 2023	The existence of rapid technological developments at this time requires teachers to innovate in carrying out learning evaluations in order not to be monotonous. One of the innovations that can be used to provide student learning evaluation techniques is the Quizizz application. This research was conducted to know 1)the implementation of thematic learning activities; 2)the process of designing evaluation questions; 3)the learning evaluation process using the Quizizz application; and 4)the follow-up of the evaluation results. The approach of this study is qualitative, using data collection techniques like direct observation, interviews, and documentation. The results of this research indicate that 1)thematic learning activities in 2 nd grade (C class) at SDN Cipondoh 03 begin with the learning planning preparation, 2)the process of designing evaluation questions through the Quizizz application begins with the preparation of the instrument questions, then the questions will be uploaded into the Quizizz application and then worked on by students, 3)the evaluation process using the Quizizz application is using student's gadget, 4)follow-up from the results of the evaluation using the Quizizz application, through remedial and enrichment activities.
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A. Introduction

The rapid advancement of technology in today's world has brought about significant changes in all aspects of human life, including education. Consequently, the current learning activities are gradually becoming technology-based. Teachers are expected to leverage the available technology to create innovations in implementing teaching and learning processes. Additionally, evaluation is crucial as it allows teachers to assess how much students comprehend the subject matter. Through evaluation, teachers can determine the appropriate steps to follow in the learning process for each student.

As explained by Hidayat (2019:178), evaluation is conducted to assess the effectiveness and efficiency of the learning process. Its function is to determine the capacity of both educators and students, allowing for improvements if any suboptimal factors are identified in the learning process.

The instructional components play a crucial role in implementing thematic learning activities and must be carefully prepared. When the

required instructional members are well-designed, they can positively influence student character development, motivation, and learning achievements. As stated by Puspita and Wardani (2021:168), the components or tools necessary for the learning process include the syllabus, lesson plan, thematic instructional materials, methods, instructional media, worksheets, and evaluation.

Meanwhile, according to Wahidmurni's perspective, as cited in Lubis (2020:8), the goal of thematic learning is to provide students with ease in understanding and delving into the concepts of a particular subject matter that has been integrated into a theme. It is expected that this approach will enhance students' learning motivation.

Quizizz application is an innovation that can provide diverse evaluation techniques for students' learning, avoiding monotony. It is an online application that can be easily accessed anywhere and anytime with a stable internet connection. Due to its quiz-based nature and attractive

features, Quizizz is highly suitable as an alternative media for evaluating students' learning. Moreover, the Quizizz application can develop two 21st century learning skills, creativity and critical thinking.

Firstly, the Quizizz application can enhance students' creativity and imagination since it is not a conventional method but rather a digital one that keeps up with technological advancements. Secondly, it develops students' critical thinking skills by offering various features such as multiple-choice questions, checkboxes, fill-in-the-blanks, surveys, and essays. These features require focused and careful thinking to answer the questions accurately and appropriately.

It also aligns with 4 out of 9 characteristics of thematic learning; according to Prastowo (2019:15), learner-centered instruction emphasizes understanding and meaningfulness, learning based on experiences or creating direct experiences, and flexibility.

Unlike the previous curricula primarily focused on cognitive aspects, the current 2013 curriculum,

which adopts the thematic learning model, emphasizes three factors, cognitive, affective, and psychomotor. Therefore, students play a significant role in the learning process as they are no longer mere objects of learning but rather the subjects themselves. In this regard, teachers serve as facilitators to support the learning process conducted by students.

Thematic learning activities are divided into three stages of implementation, as explained by Onde et al. (2020:276), the initial activity, the core activity, and the final or closing activity. After the learning activities are completed according to the stages mentioned above, teachers need to conduct evaluation activities to measure the level of success in the learning process and make decisions regarding the next steps in the learning process.

According to Idrus (2019:924), evaluation is an intentional and purposeful activity. Another function of evaluation, as stated by Hidayah et al. (2021:42-43), is to guide students' achievement. Additionally, the evaluation identifies difficulties and

obstacles during the learning process to find immediate solutions to address the existing issues.

The implementation of process and outcome evaluation in learning brings several benefits, as explained by Wisman et al. (2021: 1), 1) obtaining an understanding of the implementation and outcomes of the learning process conducted by teachers, 2) making decisions regarding the implementation and outcomes of learning, and 3) improving the quality of the learning process and outcomes to enhance the quality of the outputs. Also, according to Magdalena et al. (2020:118), the primary benefit of evaluation is to enhance the quality of learning, subsequently leading to an improvement in the quality of education. It demonstrates that the success of a learning program is continuously assessed based on the achieved learning outcomes.

Several processes are involved in preparing learning evaluation activities using the Quizizz application. It starts with delivering the material during the thematic learning process. Then, the process continues with designing questions

using the Quizizz application by the teacher to conduct the evaluation. As a result, the students' assessments will be obtained, which will serve as a guide for the teacher to determine the level of success in the learning activities and the extent to which the students have understood the learning material. Subsequently, the teacher can determine the appropriate follow-up actions for the students based on their achievements.

Amelia et al. (2021:36) also state that the importance of evaluation is felt by teachers, students, and all stakeholders involved, such as schools and the government.

Based on the observations conducted at SDN Cipondoh 03, the Quizizz application plays a significant role in the implementation of learning evaluation activities, as it can be used as an alternative assessment to support daily assessments conducted directly in the classroom using written tests. Based on the points explained above, the researcher will further investigate how the Quizizz application is utilized as one of the evaluation media in thematic learning,

specifically in the second grade of SDN Cipondoh 03, located in

Tangerang City, Banten Province.

B. Research Methodology

This research uses a qualitative approach. The research is conducted in SDN Cipondoh 03, located at Jl. Manggala I RT. 02/RW 08 Blok M1 No.1, Cipondoh Makmur Sub-district, Cipondoh District, Tangerang City, Banten Province. The reason for choosing this approach is that the researcher's goal is to provide a comprehensive description of how the utilization process of the evaluation media based on the Quizizz application occurs in thematic learning in the 2nd grade of SDN Cipondoh 03. The utilization process of the evaluation media based on the Quizizz application has great potential to be utilized.

The utilization process allows for various approaches to be discovered. Therefore, the dimensions or multiple possibilities are in line with qualitative research itself, which, according to Sukmadinata, as cited in Siyoto and Sodik (2015:29), is based on constructivism, assuming that reality

is the multidimensional, interactive, and social exchange of experiences interpreted by each individual. In this regard, the researcher only conducts observations, data measurements, and others. The data collection techniques include observations, interviews, and documentation as supporting materials.

According to Nugrahani (2014:107), data in qualitative research generally consists of soft data, including words, expressions, sentences, and actions, rather than complex data in statistical numbers, as found in quantitative research. The words and actions of the individuals or subjects being studied, observed, or interviewed are the primary data in qualitative research. However, two data sources are needed to complement the research data, primary and secondary.

The primary data in this research is sourced from the interviewee's speech, actions, and behaviours, in this case, Ms. A as the homeroom teacher of 2nd grade (C

class) and the students of 2nd grade (C class) who are being observed. Furthermore, the secondary data in this research is sourced from various forms such as documents, letters, lesson plans, pictures, photographs, audio/video recordings, and others. The credibility test assesses the trustworthiness of the data generated

during the qualitative research process. In this research, there are five steps that the researcher undertakes to test credibility, prolonged engagement, persistent observation, triangulation of data, negative case analysis, and member checking.

C. Result and Discussion

The researcher discovered the following facts from the research conducted at SDN Cipondoh 03 regarding using Quizizz-based evaluation media in thematic learning for 2nd grade.

During several observations, the researcher observed that before entering the classroom, Ms A, as the homeroom teacher of 2nd grade C class, always directed the students to line up neatly in front of the classroom before allowing them to enter and immediately go to their respective seats. Once all students were ready, the teacher chose one student to lead the prayer. After finishing the prayer, as a form of habit, all students in 2nd grade C class immediately prepared to recite the Asma'ul Husna (The Beautiful Names of Allah) together loudly,

accompanied by background music played by the homeroom teacher through the classroom's audio system. Then, the teacher conducted an aperçu activity to remind the students of the previous lesson and link it to the lesson they would be learning that day.

Suppose the results of the researcher's observations are related to Prastowo's opinion (2019:215) regarding pre-activity; he states that pre-activity prepares students mentally to learn new knowledge, skills, and attitudes. As a result, students will be better prepared to engage in learning activities and become accustomed to and disciplined in performing positive actions as part of the learning process.

Entering the core learning activity, the researcher observed that the teacher instructed the students to read and comprehend the material or text in the theme book before explaining the lesson. The teacher also included some questions to stimulate the students' knowledge. After the explanation, the teacher assigned tasks as a form of evaluation for the students. Then, the teacher corrected and provided immediate feedback on the students' work. As a closure, the teacher usually conducted reflection by reviewing the material learned that day and assigning homework to be done at home. What the researcher observed during this observation aligns with Trianto's opinion in Ananda (2018:13), which states that the core learning phase begins with presenting the theme, exchanging opinions, making learning agreements with students, gathering and analyzing data related to the theme and sub-themes based on selected activities, and finally presenting the learning outcomes by the students.

Referring to the interview with Ms A, she mentioned that the

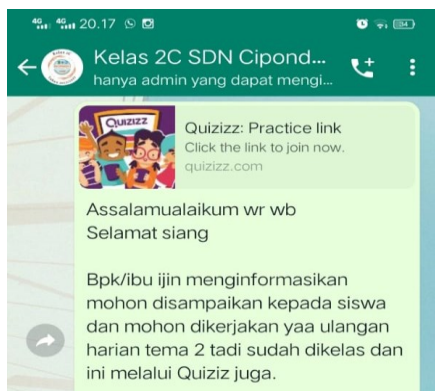
preparation before conducting the learning evaluation using the Quizizz application involves several steps. Firstly, she selects the questions relevant to the learned material, so only the questions related to the material will be used. Then, she types these questions and saves them in the question bank within the Quizizz application. After that, she chooses which questions to include in the quiz for the students to answer. Once all the questions are selected, Ms A sets the deadline for submission and determines the number of attempts allowed for the students to answer the questions.

Based on the interview with Ms A, the teacher of the 2nd grade C class, she stated that the evaluation process in class II C is usually conducted in two ways. The first method is through written tests administered during in-class learning activities. The second method uses the Quizizz application, which the students implement at home on specific days.



Picture 1. Students are working on questions using the Quizizz application at home

The technical implementation of the evaluation activity using Quizizz, as explained by Ms A, involves several steps. First, after creating the questions and setting the time limit and number of attempts, she will send the quiz link or URL to the parents' WhatsApp group. She also informs them about the start and deadline for completing the quiz.



Picture 2. The teacher shares the link of the Quizizz application via the WhatsApp group of students' parents

Furthermore, the interviewee also mentioned that the Quizizz evaluation is conducted from morning until evening on school

days or during weekends. This decision is based on the consideration that if the quiz is scheduled on weekends, most parents will be off work, allowing them to assist and monitor their children while they complete the quiz. This approach eliminates excuses for students not to complete the Quizizz questions.

To understand the follow-up actions based on the Quizizz evaluation results, the researcher interviewed the homeroom teacher and several students from the 2nd grade C Class. According to Ms A, some students have not reached the Minimum Completeness Criteria (MCC) because of their lack of reading fluency, which affects their comprehension of the learning materials and ability to answer the given questions. To address this issue, Ms A provides additional practice or remedial sessions as a follow-up for students who have yet to achieve the MCC.

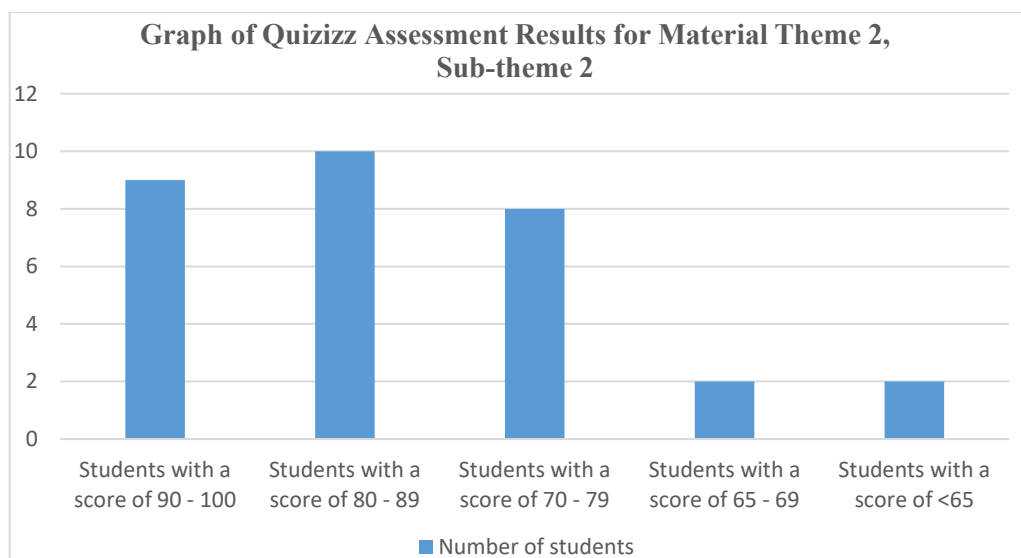
Lestari (2022:17) argues that remedial learning can be considered an educational service provided to students to improve their learning

outcomes and fulfil the predetermined mastery criteria.

The remedial measures provided usually involve re-explaining the material that students have not mastered when answering questions. In addition, Ms A also gives additional exercises immediately after re-explaining the material. It is in line with Latip's statement (2018:93) that in a remedial program, teachers will assist students in understanding their learning difficulties and overcoming them by improving their learning style and attitude, which can

encourage optimal learning outcomes.

Furthermore, the researcher also conducted interviews with several student representatives to inquire about the grades they obtained. The results showed that they stated they had never received grades below the minimum passing grade (MCC). However, the researcher conducted another interview with Ms A to strengthen the data obtained. She mentioned that some students still have received grades below the MCC, meaning they have yet to reach the school's established standard of 65.



Picture 3. Graph of Quizizz Assessment Results for Material Theme 2, Sub-theme 2

It is reinforced by the documentation obtained from Ms A in the form of a table of Quizizz

research results for Material Theme 2, Sub-theme 2. Based on the table, it is known that 2 students obtained

scores below the predetermined Minimum Completeness Criteria (MCC), which are 65. Then, as the opportunity to retake the assessment was given twice, it was found that several students took the second chance. The final result shows that 29 students exceeded the MCC, and only 2 students obtained scores below the MCC because they needed to take the second opportunity provided.

Not only do students who have yet to reach the Minimum Completeness Criteria (MCC) receive follow-up in the form of remedial, but follow-up is also given to students who have achieved the MCC. However, the form of follow-up given is slightly different, namely enrichment. The enrichment

provided includes games, with random questions asked during classroom learning. It is in line with the opinion of Yuliananingsih (2020:26), who states that enrichment is an activity given to students who quickly understand the competencies being learned to optimize the development of their interests, talents, and skills.

Monika et al. (2018: 76) also stated that enrichment activities mean providing additional/experiences or activities for students identified to surpass the predetermined learning mastery set by the curriculum while considering the principle of individual differences. Therefore, enrichment activities are conducted to fulfil the needs or rights of students.

D. Conclusion

The results of this study indicate that thematic learning activities in 2nd grade (C class) at SDN Cipondoh 03 begin with the preparation phase of instructional planning, which includes developing lesson plans, preparing instructional materials, creating media, organizing teaching resources, and generating evaluation questions. The completed lesson

plans were then implemented during the research process. As a result, the researcher observed that the learning activities in 2nd grade (C class) were conducted using a contextual learning model that connects the learning material with real-life situations, employing the lecture method. The lessons were concluded

with an evaluation, typically included in the lesson plans.

The process of designing evaluation questions through the Quizizz application in 2nd grade (C class) at SDN Cipondoh 03 begins with developing question instruments based on Higher Order Thinking Skills (HOTS) that cover the material learned by the students in class. Subsequently, these questions are uploaded to the Quizizz application, allowing the students to work on them directly.

Using the Quizizz application in 2nd grade (C class) at SDN Cipondoh 03, the evaluation process is conducted using the students' gadgets at home. This evaluation activity is typically done twice a month or once every two sub-themes.

Regarding the follow-up to the evaluation results conducted using the Quizizz application in 2nd grade (C class) at SDN Cipondoh 03; remedial activities for students who have yet to achieve the Minimum Completion Criteria are conducted outside regular class hours. The implementation involves providing

further explanations regarding the misunderstood material and giving additional related questions. This process continues until the students have demonstrated a thorough understanding of the explained material. On the other hand, enrichment activities are designed for students who have achieved or surpassed the MCC. These activities involve the homeroom teacher's spontaneous provision of additional questions during regular class sessions.

Overall, this research is relevant to the study conducted by Maulidya et al. (2022:58). Their research findings indicate that the effective implementation of Quizizz is related to students' learning interest in mathematics in the fourth grade of elementary school, based on data analysis and research implementation.

Furthermore, Fitriyani et al. (2022:242) also state that their research results demonstrate that Quizizz can enhance students' listening skills when receiving instruction from the teacher.

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