



Fun Learning Through Quizizz Game in The PAI Student Media Development and Learning Resources Class

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ABSTRACT

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How to bring about fun learning experience of PAI students through Quizizz Game in the Media Development and Learning Resources class is the main issue why this paper was written. In this a descriptive research study, the researcher use quantitative descriptive method. Questionnaires, observation schedules, and interview guides as measurement methods to collect data on student perceptions level on using Quizizz. Data students questionnaire was carried out using a saturation sampling method on total 22 student population. And interview to support and deepen the data on student perceptions and experiences regarding the use of Quizizz. The result shows, the level of perception and acceptance of PAI students in 4A class at the Faculty of Tarbiyah UIN Bengkulu towards the use of Quizizz shows a good level. This can be seen from several assumptions such as; Quizizz scoring is more fun; Prefer the assessment method with Quizizz over the usual method; Lectures are not rigid; Quizizz gets the class excited; Quizizz makes lectures more lively and active; and they agreed to recommend Quizizz over other courses.

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Introduction

Educational apps have been widely used in higher education in recent years, such as Kahoot, Google Classroom, Zoom and iClicker. Some of these applications support learning activities for students to be more interactive and participatory in class (Fang Zhao, 2019).

On the other hand, educational technology is a practical solution to today's Islamic education learning problems. Educational technology is able to play a role in aspects of methods or methods when interactive and creative learning is needed. This cannot be separated from the principle of

interactive and creative educational technology in the learning of Islamic religious education (Ali, & E Erihadiana, 2021).

This study examines students' perceptions of using Quizizz as an educational application. More specifically in the elective class of Media Development and Learning Resources for PAI students at UIN Fatmawati Sukarno. This is interesting to do considering the lack of motivation and active participation of students in the learning. Students often look for fun learning experiences in lecture classes. But the Media Development and Learning Resources class is considered unpleasant in the lecture process by the student.

Some of the advantages of the Quizizz application are that it allows the presence of many players at one time on a game basis. It is not surprising that students experience interactive, participatory and fun classes (Thulasirani, M, Husain, S, Jabar, M. A, Jusoh, Z. 2021). Practice questions, formative and summative exams can easily be done via student gadgets. The existence of avatars, themes, memes, and entertaining background music are the characters that differentiate this application from the others.

Through Quizizz, competition between students is highlighted so that it motivates them in the learning process, practice and exams (Derya O. Göksün & Gülden Gürsoy, 2019; Pitoyo, M. D, Sumardi, Asib, A, 2020). The leaderboard will display their points or grades immediately after the practice questions or exams are completed. Not just based on how many questions they managed to answer. But also how fast in answering questions greatly affects the final score of each student. At that time, lecturers can directly monitor the exam process and see the results of the final scores of each student. The use of this application in the PAI Media Development and Learning Resources class will help stimulate student interest and active involvement (Mohd Azman, et al. 2022; Resmayania, N. P. A. & Widaswara, R. Y. 2022).

Several previous studies have explained the application of Quizizz and examined the perceptions of PAI students using Quizizz (Panggabean, S., & Harahap, T. H. 2020; Purba, L. S. L. 2019). However, no research has examined the application of Quizizz in the PAI Media Development and Learning Resources class. This lesson investigates student feedback on the use of Quizizz in a PAI Media Development and Learning Resources class.

For one full semester, Quizizz is used for in-class exercises in the PAI Media Development and Learning Resources class. Students use their mobile devices to answer questions and receive immediate feedback. At the end of each lecture process (UTS, UAS), student feedback on using Quizizz is collected using a survey.

This study found that college students perceive that using Quizizz enhances their learning. They stated that Quizizz is easy to use, when doing class exercises using Quizizz looks better than

doing class exercises on paper, using Quizizz reduces their exam anxiety, and lastly they want to use Quizizz in a future class when asked.

Quizizz is an educational application that applies the concept of gamification (MacNamara & Murphy, 2017). Which allows students to change their way of thinking by following the rules of the game in the problem solving process (Zicherman & Cunningham, 2011).

The existence of avatars, themes, memes, and entertaining background music are the distinguishing characters and game experiences of this application. After the practice questions or exams have been answered, Quizizz can display a picture with a meme to see if the answer is right or wrong. This is something that is not important but attracts the attention of students (Wulandari E, 2022).

Various ways the Quizizz application has been used such as to organize class activities and prepare for exams (Dean, 2017; MacNamara & Murphy, 2017). Flipped learning-based or blended learning-based lecture processes are also suitable if supported by the implementation of Quizizz (Porcaro, Jackson, & McLaughlin, 2016; Nouri, J, 2016).

Boulden, and Richardson (2017) use Quizizz and other educational applications to help students recognize the difference between productive and unproductive questions. Suo, Suo, and Zalika (2018) implemented Quizizz in Arabic classes and found that it was effective as a game-based learning tool. Quizizz has also been proven successful in increasing learning outcomes and reducing anxiety (Aşıksoy & Sorakin, 2018).

Meanwhile Hamilton-Hankins (2017) introduced Quizizz in English Arts Classrooms and found it had a positive impact on student engagement. Chaiyo and Nokham (2017) found differences in perceptions of using different educational applications. Students responded more positively to using Kahoot and Quizizz than using Google forms. And of course, students become more focused and attentive to quizzes when working on quizzes. The response rate on exercises or tests in class is also much higher than using Google Forms (Boulden, D. C., Hurt, J. W., & Richardson, M. K. 2017).

Quizizz Characteristics and Applications

The first step before starting Quizizz is designing the game model and techniques. The question format is right or wrong, multiple choice or we can't set the initial stage of the arrangement. We can also choose the quiz format setting to be public or private at this stage. The quiz format that is open to the public makes it easy to share with others (Setiyani, Fitriyani, N; Sagita, L, 2020).

In the next stage, the game code consisting of 6 unique letters/words was distributed to students. Once students have successfully logged in with their unique code they will join the game.

It is marked with a unique avatar mark that everyone has on their home screen display. And the lecturer can start the game at any time after all students are declared ready.

Lecturers can adjust the game in several ways, such as turning the background music on or off. Rating indicators based on the level of correction only or the level of correction and time taken to complete the quiz; The ranking indicator shows all students or only the top five students; randomize questions or not, etc. (Setiyani, Fitriyani, N; Sagita, L, 2020). This Quizizz can be used for a variety of exercises ranging from evaluation per material to summative evaluation (UAS, UTS).

After answering each question, there is immediate feedback in the form of a meme that the screen displays. Funny pictures appear with sentences like "good job" if the answer is correct or "try again" if the answer is wrong. Students are amused by the meme and feel relaxed and motivated to answer the next question. One of the special Characteristics about Quizizz is the leaderboard, which shows students' immediate ranking based on their practice or exam results. Students can see their ranking immediately during and after the quiz.

Lecturers can end the game when all students finish the quiz. Students can review all questions (with their own answers and solutions) and ask questions. Lecturers can easily highlight important questions based on the level of correction and help students find out where they need to improve. Report quizzes are available on the website and can be downloaded as an Excel file.

Method

The use of mixed methods in educational technology studies is common (Pitoyo M. Dafit et al, 2020; Widyanti, A, et al, 2020; Fang Zhao, 2019). This is because the use of mixed methods is felt to be better, more in-depth, strengthens the analysis and is able to complement existing deficiencies (Palinkas, L. A., Mendon, S. J., & Hamilton, A. B. 2019; Schoonenboom & Johnson, 2017). Likewise with this paper which combines the two methods in collecting data from class media development courses and learning resources.

How to bring about fun learning experience of PAI students through Quizizz Game in the Media Development and Learning Resources class is the main issue why this paper was written. In this a descriptive research study, the researcher use quantitative descriptive method. Questionnaires, observation schedules, and interview guides as measurement methods to collect data on student perceptions level on using Quizizz. Data students questionnaire was carried out using a saturation sampling method on total 22 student population. And interview to support and deepen the data on student perceptions and experiences regarding the use of Quizizz. (P Millstein, A Maya, 2001; Palinkas, L. A., Mendon, S. J., & Hamilton, A. B. 2019). The data helps in explaining

how students' perceptions and experiences about using Quizizz. How interesting and interactive the online lectures in the Media Development and Learning Resources class will be explained through this method. Finally, to represent student perceptions the Likert scale is used in processing the data that has been collected (A Joshi, S Kale, 2015).

Meanwhile, to support and deepen the data on student perceptions and experiences regarding the use of Quizizz the interview method was used (Tashakkori & Creswell, 2007). Interviews were conducted with several PAI students of 4A class in the Media Development and Learning Resources course at the end of the lecture or the end of the semester. Finally, data analysis organizes data, data reduction, data presentation, and data interpretation are selected to support qualitative data (Miles & Huberman, 2014).

Discussion

In general, the level of perception and acceptance of PAI student of 4A class at Faculty of Tarbiyah UIN Bengkulu towards the use of Quizizz shows a good level. Starting from the assumption that; Quizizz scoring is more fun; Prefer the assessment method with Quizizz over the usual method; Lectures are not rigid; Quizizz gets the class excited; Quizizz makes lectures more lively and active; and student would recommend Quizizz over other courses.

Table 1: Student perceptions on using Quizizz

No	Statements on the questionnaire	SA/A	NA	D/SD	Jml
1	Loved learning online in this class	18 (82%)	4 (18%)	0 (0%)	22
2	Quizizz scoring is more fun	22 (100%)	0 (%)	0 (0%)	22
3	Prefer the assessment method with Quizizz than the usual method	22 (100%)	0 (%)	0 (0%)	22
4	Lectures are not rigid	20 (91%)	2 (9%)	0 (0%)	22
5	Quizizz makes you excited to take class	18 (82%)	2 (9%)	2 (9%)	22
6	Want to continue learning with this method	18 (82%)	4 (18%)	0 (0%)	22
7	Would recommend Quizizz over other courses	20 (91%)	2 (9%)	0 (0%)	22
8	Quizizz makes lectures more lively and active	18 (82%)	2 (9%)	2 (9%)	22
9	The assessment method is appropriate for online lectures so that classes are not boring	20 (91%)	0 (0%)	2 (9%)	22

*No Answer (NA), Strongly Agree (SA), Agree (A), Strongly disagree (SD), Disagree (D),

1. Interactive learning

The results of interviews with students said that online teaching and learning activities were felt to be very boring. Often, learning is delivered only with lectures from lecturers via the Zoom application. However, with the activities on the Quizizz game application, online teaching and learning activities are no longer boring and more interactive.

One student said: "...with the Quizizz game, learning activities are no longer rigid and boring but more interactive." More or less the same thing was said by other students: "the learning process feels more alive because students are actively involved in it, not only with Zoom, the main factor is playing interactive games".

2. Pleasant assessment

The results of interviews with students said that they had a pleasant impression of the learning evaluation system in the Quizizz game. One of the students stated that a game-based assessment system like this was new. He said: "...compared to the usual assessment, I prefer this semester's evaluation method, and if it can also be applied to other online classes (subjects).

This fun and memorable atmosphere will attract students to be actively involved. so that learning objectives can be achieved optimally (Trinova, 2012). The assessment on the Quizizz game is said to be fun because there is an atmosphere that is relaxed, free from pressure, safe, interesting, awakening interest in learning, full involvement, enthusiasm, feeling happy, high concentration.

3. Instantly get feedback

The results of interviews with the majority of students said that the direct feedback obtained from the Quizizz system was very important and enjoyable. Along with the end of the test does not mean the class atmosphere also ends. On the contrary, the atmosphere of the new class looks even more active after they finish the game questions.

That's because, providing interesting and unique meme feedback for right and wrong answers from the Quizizz system. Some students said: "... what makes it funny and unique according to that is that there are memes that come out of the results of our right or wrong answers." The speed and accuracy of student answers in answering questions will greatly determine their position and ranking.

This is because the Quizizz system gives high marks to the correct and fastest answers. This keeps students motivated and excited to compete in the learning process. The words of most of the students "...to be honest, the ranking leaderboard makes us more enthusiastic to do things right and not carelessly. Because we don't want our names to be at the bottom, but at the top."

Conclusion

In general, the level of perception and acceptance of PAI students in 4A class at the Faculty of Tarbiyah UIN Bengkulu towards the use of Quizizz shows a good level. Starting from the assumption that; Quizizz scoring is more fun; Prefer the assessment method with Quizizz over the

usual method; Lectures are not rigid; Quizizz gets the class excited; Quizizz makes lectures more lively and active; and most of the student would recommend Quizizz over other courses.

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