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The Analysis of Quizizz as Formative Assessment Media in the Front Office Subject for Class XII AP 2 of SMK Singamandawa

I Gede Santika Yasa^{1✉}, Luh Made Dwi Wedayanthi², I Putu Oka Suardana³

ITP Markandeya Bali

Email: Santikayasa801@gmail.com^{1✉}

Abstrak

Penelitian ini bertujuan untuk menganalisis Quizizz sebagai media penilaian formatif dalam mata pelajaran Front Office untuk Kelas XII AP 2 di SMK Singamandawa. Berdasarkan observasi, wawancara, penyebaran kuesioner dan dokumentasi hasil penilaian formatif, Quizizz muncul sebagai media penilaian yang sangat positif dan berhasil, memfasilitasi pelacakan kemajuan siswa, memberikan pengalaman belajar yang menyenangkan, serta sesuai dengan tujuan pembelajaran. Umpan balik dari siswa dan guru menyoroti manfaat Quizizz dalam kualitas pertanyaan, kemudahan penggunaan, efisiensi dan efektivitas sebagai media penilaian formatif. Selain itu, melalui dokumentasi penilaian formatif siswa dengan menggunakan Quizizz juga menunjukkan tingkat pencapaian siswa yang baik dan konsisten, meskipun ada tantangan seperti ketidakstabilan internet dan kompatibilitas peramban. Studi ini menekankan kesesuaian Quizizz sebagai media penilaian formatif khususnya pada pembelajaran Front Office, serta memberikan wawasan berharga bagi guru yang bertujuan untuk mengoptimalkan praktik penilaian formatif.

Kata Kunci: *Penilaian, Penilaian formatif, Media Penilaian Berbasis Teknologi, Front Office, Quizizz*

Abstract

This study aimed to analyze Quizizz as a formative assessment media for the Front Office subject for Class XII AP 2 at SMK Singamandawa. Based on observations, interviews, questionnaire distribution, and documentation of formative assessment results, Quizizz emerged as a very positive and successful assessment media. It facilitated student progress tracking, provided a fun learning experience, and aligned with learning objectives. Feedback from students and teachers highlighted the benefits of Quizizz in question quality, ease of use, efficiency, and effectiveness as a formative assessment media. Additionally, documentation of student formative assessment using Quizizz showed a good and consistent level of student achievement, even though there were challenges such as internet instability and browser compatibility. This study emphasized the suitability of Quizizz as a formative assessment media, especially for Front Office learning, and provided valuable insights for teachers who aimed to optimize formative assessment practices.

Keywords: *Assessment, Formative Assessment, Technology-Based Assessment Media, Front Office, Quizizz*

INTRODUCTION

Arikunto (2012) defines technology-based assessment media as tools utilizing technology, such as computers, the internet, or mobile devices, for evaluation purposes. Supriatna (2016) stated that technology-based assessment media utilizes technology to convey messages in the assessment process. In essence, technology-based assessment media comprises various technological tools used to facilitate the assessment process. Mulyasa (2019) highlighted several advantages of using technology-based assessment media, including making the assessment process enjoyable and interactive, enhancing assessment effectiveness and efficiency, enabling easy access for students anytime and anywhere, and allowing updates with the latest information according to learning needs. Moreover, Gronlund (1990) presented several indicators of good technology-based assessment media which divided into 4 such as: 1) The first indicator is the quality of questions, which includes the appropriateness of content, difficulty level, completeness, readability, clarity, objectivity, and logical coherence. 2) The second indicator is ease of use, covering the availability of usage instructions, an attractive and interactive design, compatibility (compatible with devices used by students and teachers), speed of access, and the availability of personalized features. 3) The third indicator is suitability, encompassing alignment with learning objectives, alignment with content, and alignment with students' ability levels. 4) The fourth indicator is efficiency and effectiveness, involving the time required, costs incurred, and the accuracy of assessment results. These indicators serve as

benchmarks to determine whether the technology-based assessment media meets the criteria as an effective and efficient tool in assessing student learning outcomes.

Various types of technology-based assessment media have been developing nowadays. One of them is Quizizz. Quizizz is a technology-based assessment platform that can be accessed through a website or application. As a technology-based assessment tool, Quizizz can certainly be used to assess student learning outcomes, especially in formative assessments, to determine the progress and achievements of learning in accordance with predetermined objectives. According to Sudijono (2007), formative assessment is an assessment conducted in the midst or during the learning process, carried out at each unit of instruction or sub-topic of material with the aim of determining the extent to which learners have developed in accordance with the predetermined teaching objectives.

With the importance of implementing formative assessment, Quizizz is the appropriate media to be used as a formative assessment media, especially in the cognitive domain, with various advantages it offers, including: 1) An attractive and simple application interface, making it easy for teachers to input assessment questions/students to work on questions, 2) Answer choices are displayed individually with various types of questions such as objective tests (multiple choice), matching tests, drag & drop, math response, hotspot, reorder, fill in the blank, drop down, labeling, & graphing. 3) Media such as images, videos, and audio can be added to question options, 4) During live tests, it can display the sequence of students' point acquisition (leaderboard), 5) Can be used in real-time or as homework for students (Bahriah et al., 2021).

Based on the research findings of Salsabila (2020) , it was indicated that the use of Quizizz can create a enjoyable learning environment and does not hinder students' understanding of technology utilization. Furthermore, referring to the research results by Halimah (2023), it showed that the average formative assessment scores for 5th-grade Elementary School using Quizizz were higher compared to formative assessments in other classes with written tests. The study conducted by Dewi (2021) revealed an improvement in students' learning outcomes in the experimental class using Quizizz across the achievement percentages in each cognitive level from C1 to C5. Based on several studies mentioned above, it was evident that the use of Quizizz as a formative assessment media can enhance students' learning outcomes.

Based on the direct observation results conducted by the researcher, it was found that SMK Singamandawa was one of the schools that had been using Quizizz as a formative assessment media for the Front Office subject since 2022, particularly in the cognitive

domain especially in 12th grade of hotel accommodation program. There were two different approaches to formative assessment used by Front Office teachers at SMK Singamandawa for Class XII. Class XII AP 1 employed formative assessment in the form of individual presentations, while Class XII AP 2 utilized Quizizz as the assessment media. The transition from presentation approach to Quizizz in Class XII AP 2 was prompted by issues with attendance and low grades observed when using the presentation approach. The teacher opted to seek a more interactive and engaging alternative for students especially in class XII AP 2, eventually settling on Quizizz. Additionally, positive feedback was received from students in class XII AP 2 regarding the use of Quizizz as an assessment media. They expressed a preference for Quizizz over presentations, deeming it more engaging and enjoyable. However, there was no research analyzing the use of Quizizz as a formative assessment media in class XII AP 2 at SMK Singamandawa. Therefore, the researcher was interested in conducting a more in-depth analysis of the use of Quizizz as a formative assessment media for the Front Office subject in Class XII AP 2 at SMK Singamandawa.

RESEARCH METHOD

Yusuf (2016) defines qualitative method as a process to analyze the meaning of an event or phenomenon by attempting to interact with people in the situation or phenomenon. This research used a qualitative method with a case study approach because:

- 1) it focused on in-depth understanding. The research aimed to understand the use of Quizizz as a formative assessment media in the context of Front Office subject deeply. This was in line with the qualitative approach, which emphasizes a deep understanding of phenomena.
- 2) Analysis in a specific context & limited place. This study analyzed the use of Quizizz as a formative assessment media only in Class XII AP 2 at SMK Singamandawa. Thus, the research focused on a specific context and limited place, which was characteristic of a case study.
- 3) Emphasized on specialized cases. This research studied a specific case, namely the use of Quizizz as a formative assessment media in Class XII AP 2 at SMK Singamandawa. This reflected a case study approach, which emphasized in-depth analysis of one or several specific cases.
- 4) Aimed to understand context and processes. Through this study, the researcher aimed to understand the context, processes, and implications of using Quizizz as a formative assessment media. The qualitative approach, particularly the case study, allowed the researcher to gain comprehensive insights into the phenomenon. Based on the above explanation, it could be concluded that the qualitative method is appropriate for use in this research.

According to Arikunto (2010), research participants refers to an individual or group of individuals who take part in a research study by providing data, insights, or experiences relevant to the research questions. Meanwhile, research phenomena refer to the events, experiences, or processes that are the focus of investigation in a research study (Burhan Nurgiyantoro, 2004). The research participant in this research were 21 students of class XII AP 2 & Front Office teacher. Meanwhile. The research phenomena was the use of Quizizz as a formative assessment media in the context of Front Office subject at SMK Singamandawa.

Moleong (2016) explains that qualitative data is in the form of statements (words) obtained from interviews, observations, and documents. Based on this explanation, qualitative data is a type of data that consists of words, images, or sounds and does not involve numerical values. The data type in this research is qualitative because it was obtained from the documentation of formative assessments, distribution of yes/no questionnaires, interviews, and observations related to the use of Quizizz as a formative assessment media in Front Office subject in class XII AP 2 at SMK Singamandawa.

Data sources are divided into 2 types based on Sugiyono (2017b) , namely primary data and secondary data. Primary data is obtained directly from the research subjects using measuring tools or direct data collection tools on the subjects as the sought source of information. Meanwhile, secondary data is obtained through other parties, not directly from the research subjects (Noviati et al., 2019). Primary data in this research was obtained from direct observations and interviews with the research subjects, namely the Front Office teacher of XII AP 2. Meanwhile, secondary data came from the documentation of formative assessment by using Quizizz, Yes/ No Questionnaire result of the student, and literature sources relevant to the research focus

According to Sarwono (2006), data collection techniques are methods used by researchers to obtain the information needed to answer research questions. The data collection techniques in this research consisted of documentation of Quizizz results, distribution of questionnaires, interviews, and observations. Sugiyono (2017a) explains that data collection instruments are tools used to collect data in the form of statements, questions, or instructions presented to respondents or informants. In this research, data collection instruments were using recording format, questionnaire, interview guide, and fields note. According to Miles and Huberman (1994), data analysis techniques are the processes carried out by researchers to organize data, identify patterns, and construct theories. This study used qualitative data analysis techniques developed by Miles and

Huberman (1994), which are divided into three main stages: 1) data reduction, 2) data display, and 3) conclusion drawing/verification.

RESULT AND DISCUSSION

Feedback from 21 students in Class XII AP 2, gathered through a concise yes/no questionnaire, highlighted their overwhelmingly positive views on integrating Quizizz as a formative assessment media in Front Office learning. Across all indicators, responses ranged from 86% to 100% in favor, indicating high satisfaction levels. Notably, 90% of students praised the question quality, with only minor concerns from 10%. Similarly, 86% found Quizizz user-friendly, despite 14% encountering challenges. Impressively, all students unanimously agreed on Quizizz's suitability for their learning needs, resulting in a 100% positive response. Furthermore, 100% acknowledged Quizizz's efficiency and effectiveness in enhancing their learning, with no reported drawbacks. These findings are summarized in the table below:

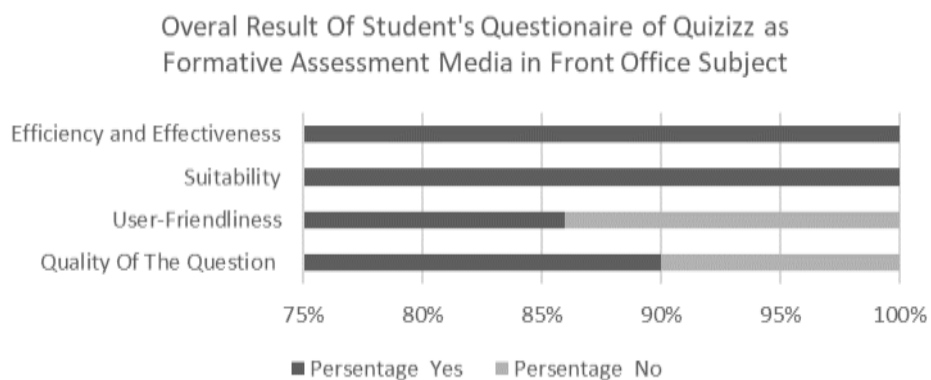


Figure 1 Overall Result Of Student's Questionnaire of Quizizz as Formative Assessment Media in Front Office Subject

In assessing question quality, students unanimously responded positively to various sub-indicators such as material relevance, difficulty level, completeness, logic, and objectivity. However, 10% (2 students) expressed concerns regarding clarity and readability. The summarized questionnaire results are depicted graphically below:

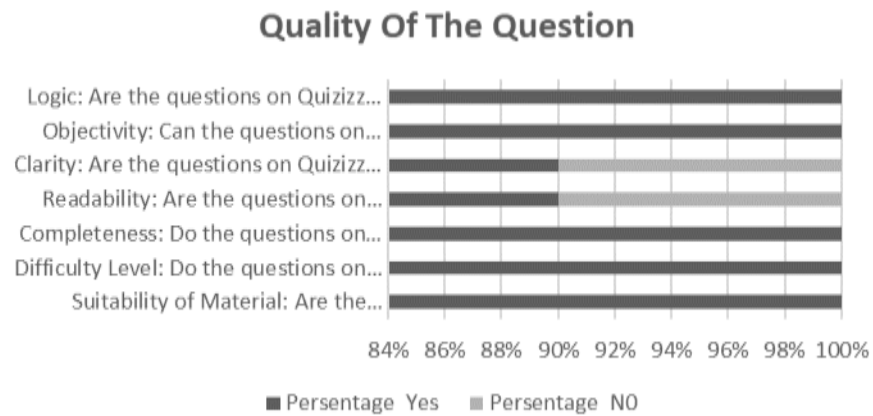


Figure 2 Quality of Question Indicators Questionnaire Result

In assessing user-friendliness, students responded positively to various sub-indicators, including availability of user instructions, attractive and interactive design, and availability of personalization features. However, 14% (3 students) expressed concerns regarding access speed and compatibility. The summarized questionnaire results are depicted graphically below:

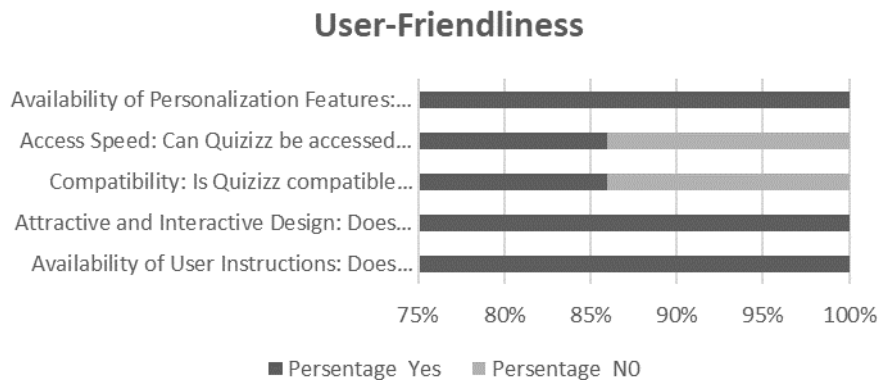


Figure 3 User Friendliness Indicators Questionnaire Result

On the third indicator, which was suitability, it was divided into several sub-indicators including: 1) Suitability with learning objectives, 2) Suitability with material, 3) Suitability with students' ability levels. In this indicator, all students provided "Yes" answers to all questions. The questionnaire results for the third presented indicator are as follows:

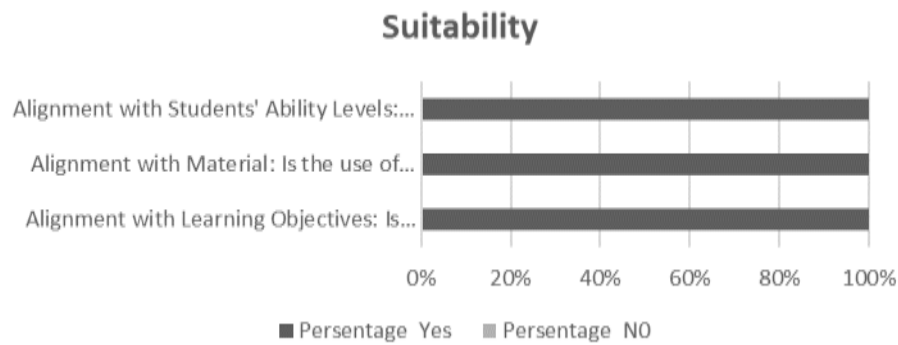


Figure 4 Suitability Indicators Questionnaire Result

On the fourth indicator, which was efficiency and effectiveness, it was divided into several sub-indicators including: 1) Required time, 2) Required cost, 3) Accuracy of assessment results. In this indicator, all students provided "Yes" answers to all questions. The questionnaire results for the fourth indicator presented through bellow diagram:

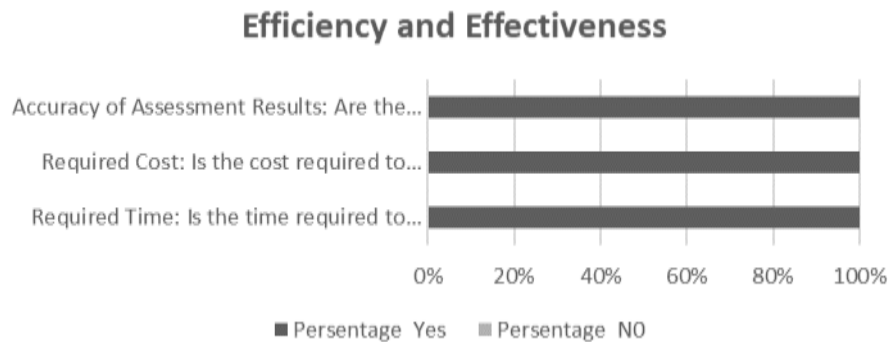


Figure 5 Efficiency and Effectiveness Indicators Questionnaire Result

The questionnaire results from 21 students of class XII AP 2 provided valuable insights into their perceptions of Quizizz as a formative assessment media in Front Office learning. Under the "Quality of Questions" indicator, students unanimously agreed on various aspects, ensuring an effective assessment process. While 10% raised concerns about question clarity, overall feedback was positive, reflecting Quizizz's ability to offer high-quality questions aligned with curriculum objectives. Similarly, regarding "User-Friendliness," every student praised Quizizz's ease of use, despite 14% encountering issues with access speed and compatibility. The platform's appeal was evident in its attractive design and flexibility in usage, corroborating its positive impact on student engagement. Moreover, in terms of "Suitability," students unanimously confirmed Quizizz's alignment with learning objectives and individual ability levels, enhancing the relevance and effectiveness of assessments. Lastly, under "Efficiency & Effectiveness," all students appreciated Quizizz's efficiency in time and cost, as well as its accuracy in providing

assessment results, highlighting its value in facilitating data-driven instruction. Overall, the questionnaire emphasized Quizizz's efficacy in Front Office learning, offering guidance for optimizing its implementation to further enhance student experiences.

Previous research supports students' positive perceptions of Quizizz as a formative assessment media. Dewi (2020) found that Quizizz delivers high-quality questions aligned with the curriculum and individual student needs, enhancing assessment effectiveness. It offers personalized answer choices and coherent questions, making assessments more targeted and engaging. Additionally, Dewi highlighted Quizizz's user-friendliness, noting its accessibility across devices like smartphones, laptops, and tablets, along with its visually appealing design and flexibility for use both in-class and as homework. Wasidi (2021) emphasized Quizizz's efficiency and cost-effectiveness, as it minimizes additional costs associated with traditional assessment methods and allows flexible access without physical time constraints. Quizizz's interactive elements, such as avatars, themes, memes, and music, further enhance student engagement. Moreover, its ability to provide detailed performance data enables educators to offer tailored feedback, supporting the learning process. These findings collectively affirm that Quizizz effectively aligns with learning objectives, is user-friendly, and offers efficient, engaging, and cost-effective formative assessment solutions.

Based on the documentation of formative assessment scores of students from class XII AP 2 in Front Office subject, which has been conducted since the beginning of the second semester in January for a total of 9 times with 5 different basic competencies (KD) and varying numbers of implementations, it can be presented in the following table:

Table 1 Documentation of Formative Assessment

KD 3.15 Applying Financial Transactions			
	Mean (Average Score)	Max (Maximal Score)	Min (Minimal Score)
Formative 1	91	100	63
Formative 2	98	100	87
KD 3.12 Understanding the handling of individual guest check-outs			
	Mean (Average Score)	Max (Maximal Score)	Min (Minimal Score)
Formative 3	79	100	87
KD 3.8 Analyzing guest arrivals and departures			

	Mean (Average Score)	Max (Maximal Score)	Min (Minimal Score)
Formative 4	89	100	0
KD 3.9 Managing guest luggage handling			
	Mean (Average Score)	Max (Maximal Score)	Min (Minimal Score)
Formative 5	60	100	0
Formative 6	97	100	80
KD 3.9 Understanding individual guest check-in procedures			
	Mean (Average Score)	Max (Maximal Score)	Min (Minimal Score)
Formative 7	97	100	73
Formative 8	98	100	87
Formative 9	97	100	70

Based on the documentation of formative assessment scores for class XII AP 2 in the Front Office subject, conducted nine times since January and covering five different basic competencies (KD), most students achieved high average scores (89 and above) in areas such as financial transactions, check-in procedures, luggage handling, guest check-out handling, and guest arrivals and departures. One exception was a low average score (60) due to non-participation in the Quizizz assessments, resulting in zero scores for those students. Overall, Quizizz positively impacted student achievement, evidenced by consistently high scores, but addressing student participation issues is essential to fully optimize its effectiveness and ensure maximum engagement and learning outcomes.



Figure 6 Interview with Front Office Teacher

The interview was conducted on February 19, 2024 after three direct observation sessions of formative assessment activities of students in class XII AP 2. The respondent was

Mrs. Riska Cahyanti, the Front Office Teacher. There were several questions asked during the interview according to the assessment media indicators presented by Gronlund (1990), which were divided into 4 main indicators: 1) Question Quality, 2) Ease of Use/ User Friendliness, 3) Suitability, and 4) Efficiency and Effectiveness. The result of the interview can be interpreted through bellow tabel:

Table 2 Interview Summaries for Quality Of Question Indicators

Sub-Indicators/ Topic Of Question	Responses Summaries
Material Suitability	Teacher make sure Quizizz questions aligned with class curriculum as well as Various question types were used to assess comprehensively
Difficulty Level	Teacher make sure Quizizz questions matched the curriculum and student skill levels, especially for XII AP 2 in front office studies.
Completeness	Teacher make sure Quizizz questions covered all taught material thoroughly, aiding student preparation for front office assessments
Readability & Clarity	Teacher stated Quizizz's presentation satisfactory, but updates for better clarity may be necessary
Objectivity & Logic	Teacher make sure Quizizz questions were objective and logical, matching the curriculum and student abilities, maintaining fairness in assessments.

Table 3 Interview Summaries for User Friendliness Indicators

Sub-Indicators/ Topic Of Question	Responses Summaries
Availability of User Instructions	The user instructions on Quizizz were sufficient, providing clear step-by-step guides and sample quizzes for effective quiz creation
Attractive and Interactive Design	Quizizz's attractive and interactive design enhanced student engagement with features like leaderboards and animations.
Compatibility	Quizizz proved highly compatible with electronic devices, accessible via browser links without needing installation
Access Speed	Quizizz was efficient for assessments, particularly in time-restricted evaluations. Swift result checks were facilitated by post-test reports, eliminating additional correction time

Personalization Features Availability	Quizizz offered sufficient personalization features, allowing customization of questions and timing. Tracking progress and giving feedback enhanced the formative assessment process
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Table 4 Interview Summaries for Suitability Indicator

Sub-Indicators/ Topic Of Question	Responses Summaries
Suitability with Learning Objectives	Teacher stated that Quizizz greatly supported achieving learning objectives. Its ease of use allowed for the creation of aligned questions, enhancing understanding and preparedness for assessments.
Suitability with Materials & Students' ability Levels	Quizizz highly suitable for assessing students, tailored to their material and skill levels. Its flexibility allowed customization to the curriculum and student abilities, providing engaging learning experiences.
Sub-Indicators/ Topic Of Question	Responses Summaries
Time and Cost Required	Quizizz proved to be a cost-effective and time-saving alternative to traditional methods. Creating quizzes online is quick and incurred no extra expenses, making it a practical solution for assessments
Accuracy of Assessment Results	Quizizz assessment results were accurate by designing quizzes reflecting learning objectives and considering appropriate difficulty levels. With the analytical features can also help for better accuracy result

The interview with the Front Office teacher provided comprehensive insights into the quality of questions on the Quizizz platform, segmented into five sub-indicators: material suitability, level of difficulty, completeness, readability and clarity, and objectivity and coherence. The teacher emphasized the importance of aligning Quizizz questions with the curriculum and tailoring them to students' abilities. She appreciated the variety of question formats available on Quizizz, such as multiple choice, true/false, and short answer, which allowed for comprehensive assessment and informative feedback. This view aligns with Rahmawati (2022), who found that Quizizz's diverse question formats and instant feedback support effective formative assessment. Regarding the level of difficulty, the teacher highlighted the need to adjust the difficulty to match students' abilities, ensuring questions

are neither too easy nor too challenging. This approach is consistent with Arsyad (2014) and Jonassen (2013), who emphasize the importance of interactive, flexible assessment media that provide quick feedback to enhance engagement and motivation. For completeness, the teacher stressed that Quizizz should cover all key concepts in the curriculum to ensure comprehensive understanding. This aligns with Rahmawati (2022), who stated that accurate assessment results depend on alignment with learning objectives and student abilities. In terms of readability and clarity, the teacher found Quizizz's presentation satisfactory but noted potential improvements in layout and text arrangement to enhance clarity, especially for independent student access. This aligns with Arikunto (2013), who emphasized clarity as a crucial quality indicator in assessment media. Lastly, on objectivity and logic, the teacher underscored the role of educators in designing questions that are relevant, unbiased, and factually consistent. This principle aligns with Gronlund (1990), who highlighted the need for fair, logical, and reliable assessments in educational contexts.

Furthermore, Front Office Teacher highlighted the user-friendliness of Quizizz as a formative assessment media. The teacher praised the platform for its easy-to-follow instructions, which guide users through creating quizzes with step-by-step guidance, sample quizzes, and tutorials. This helps both teachers and students minimize errors and quickly learn how to use Quizizz effectively. The teacher also appreciated the attractive and interactive design of Quizizz, featuring elements like leaderboards, animations, and instant feedback, which enhance student engagement and create a dynamic learning environment. Furthermore, Quizizz's compatibility with various devices, its fast access speed, and the ability to provide comprehensive reports post-assessment were noted as significant advantages. The teacher valued the extensive customization features that allow tailoring quizzes to the curriculum and student needs, enhancing the overall learning experience. These findings align with the research of Dewi (2021) and Noor (2020), which emphasize the platform's utility, ease of use, and the positive impact of its interactive and customizable features on student learning outcomes.

Moreover, Front Office teacher also highlighted the suitability of Quizizz as a formative assessment media, emphasizing its alignment with learning objectives and students' proficiency levels. The teacher noted that Quizizz allows for the creation of questions that closely align with the subject matter and learning objectives, offering flexibility for students to access and practice at their convenience. This flexibility is expected to enhance students' understanding and preparation for assessments. Additionally, the teacher emphasized that Quizizz's interactive features, such as instant feedback and varied question types, enable

the creation of engaging and relevant learning experiences tailored to the curriculum and individual student proficiency levels. This adaptability in using Quizizz enhances student engagement and supports student-centered learning. The teacher's ability to design, implement, and analyze assessments using Quizizz significantly contributes to the effective learning process in the Front Office class. Rahmawati (2022) supports the finding that Quizizz allows teachers to create questions that align with the subject matter and learning objectives while providing flexibility for students to access the platform at their convenience. This flexibility enhances students' understanding and prepares them well for assessments, strengthening technology-based learning environments. Moreover, Rahmawati (2022) also emphasizes the importance of aligning questions with the teaching material and students' proficiency levels. She highlights that Quizizz must provide questions relevant to the taught material and students' level of comprehension to be an effective evaluation media.

The respondent also emphasized that Quizizz is cost-effective and time-efficient, allowing for quick preparation and administration of quizzes without the need for physical materials, thereby saving school resources. This is supported by Rahmawati (2022), who noted that Quizizz enables efficient creation and organization of quizzes without additional costs for materials, thus supporting learning objectives more effectively. The respondent also highlighted the importance of quiz design, clear instructions, and alignment with learning objectives for accurate assessment results. She acknowledged that while Quizizz provides a fairly accurate depiction of student progress, it should be supplemented with other evaluation methods for a comprehensive understanding of student development. This aligns with Rahmawati (2022), who emphasized the need for well-designed quizzes that accurately map to learning objectives and student proficiency levels to ensure accurate assessments.



Figure 7 Direct Observation

Direct Observations at SMK Singamandawa revealed the effective use of Quizizz in the XII AP 2 Front Office class. The teacher efficiently designed multiple-choice quizzes to fit the 25-minute assessment period, leveraging Quizizz's automatic scoring and immediate

feedback. She demonstrated proficiency in using Quizizz's features, including multimedia enhancements, performance analysis, and integration with other platforms. Pre-assessment review sessions, ensuring stable internet connectivity, and strict guidelines to maintain academic integrity were key strategies employed. Post-assessment, the teacher utilized detailed reports and interactive reviews to address student misunderstandings. Absentees were given alternative tasks and quiz materials in PDF format. The teacher's adept use of Quizizz from planning to execution significantly benefited both teaching and learning outcomes.

Quizizz proved to be an ideal formative assessment media for the Front Office subject at SMK Singamandawa due to its various advantages, as highlighted by a teacher interviewed on February 19, 2024. The platform allows the creation of curriculum-aligned questions with appropriate difficulty levels and diverse formats, making assessments comprehensive and engaging. Quizizz's user-friendly interface, automatic feedback, and compatibility with various devices enhance its effectiveness. Research by Nurfadilah (2021) and Rahmawati (2022) supports its benefits, citing its interactive nature, accessibility, and efficiency. Gronlund's (1990) indicators of good assessment media also align with Quizizz's features, emphasizing question quality, user-friendliness, suitability, and efficiency. The teacher's ability to operate Quizizz effectively, design relevant questions, and utilize personalized features further underscores its suitability. Customizing elements like memes and using reporting features for detailed analysis enhance student engagement and learning outcomes. Overall, Quizizz meets essential criteria for effective formative assessment, as evidenced by interviews, research, and practical implementation at SMK Singamandawa.

CONCLUSION

Quizizz highly evaluated and successful as a formative assessment media in Class XII AP 2 at SMK Singamandawa. It's regularly used with varying implementation levels, praised for question quality, user-friendliness, alignment with learning materials, and feedback efficiency. Most students grasp basic competencies well, despite occasional absences affecting scores. Challenges like unstable internet and device compatibility hinder logins, but solutions include ensuring reliable connections and providing laptops to affected students. Overall, Quizizz meets expectations and needs, with good question quality, ease of use, attractive design, and teacher proficiency in utilizing it effectively for interactive learning.

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