

e-ISSN: 3026-5827

**Enigma in Education** 



Journal website: https://enigma.or.id/index.php/edu

# The Effect of Using Quizizz Learning Test Media on Thematic Learning Outcomes of Class II Students at MI Pembangunan UIN Jakarta

# Cecep Maman Hermawan<sup>1</sup>, Intan Aprillia<sup>2</sup>, Marsyah Qoriatul Rizky<sup>1\*</sup>, M. Mu'thasim Billah<sup>1</sup>, M. Fadhlurrahman<sup>1</sup>, Okta Rosfiani<sup>1</sup>

<sup>1</sup>Department of Islamic Education, Faculty of Islamic Religion, Universitas Muhammadiyah Jakarta, Jakarta, Indonesia <sup>2</sup>Department of Islamic Education, Faculty of Madrasah Ibtidaiyah Teacher Education, Universitas Muhammadiyah Jakarta, Jakarta, Indonesia

#### ARTICLE INFO

**Keywords:** Class II Learning media Learning outcomes Quizizz Thematic

## \*Corresponding author:

Marsyah Qoriatul Rizky

#### E-mail address:

rizkymarsya04@gmail.com

All authors have reviewed and approved the final version of the manuscript.

https://doi.org/10.61996/edu.v2i1.38

#### ABSTRACT

Learning media is one of the factors that can influence student learning outcomes. One of the learning media that can be used to improve student learning outcomes is Quizizz. Quizizz is a game-based learning application that can be used to create quizzes, practice questions, or evaluate learning. This research aims to determine the effect of using the Quizizz learning test media on the thematic learning outcomes of class II students at MI Pembangunan UIN Jakarta. This research uses a quasi-experimental method with a pretestposttest control group design. The sample for this research was 38 class II students at MI Pembangunan UIN Jakarta who were divided into two groups, namely the experimental group (20 students) and the control group (18 students). The experimental group used the Quizizz learning test media, while the control group used conventional learning media. The results of the research show that there is a significant influence between the use of the Quizizz learning test media and the thematic learning outcomes of class II students at MI Pembangunan UIN Jakarta. This is proven by the t-test results, which show that the calculated t-value (2.321) is greater than the t-table value (1.645) with a significance value of (0.028) < 0.05. Based on the results of this research, it can be concluded that the use of the Quizizz learning test media can improve the thematic learning outcomes of class II students at MI Pembangunan UIN Jakarta.

### 1. Introduction

Learning is a complex process that involves interaction between teachers and students in an effort to achieve learning goals. Learning objectives can be achieved in various ways, one of which is by using learning media. Learning media are tools or means used to convey learning messages to students. Learning media can be classified into several types, one of which is game-based learning media. Gamebased learning media is learning media that uses game elements to convey learning messages. Game-based learning media can attract students' attention because it uses a variety of interesting features, such as animation, sound, and color. Game-based learning media can help students understand learning material in a more fun and less boring way. Game-based learning media can increase students' learning motivation by providing challenges and fun in learning.<sup>1-4</sup>

Quizizz is one of the game-based learning media that can be used to improve student learning outcomes. Quizizz is a game-based learning application that can be used to create quizzes, practice questions, or evaluate learning. Quizizz has several advantages compared to conventional learning media. Quizizz can be used to create interesting and interactive quizzes, and Quizizz can be used to measure student understanding in real-time. Quizizz can be used to motivate students to study.<sup>5-8</sup> This study aims to conduct research on the effect of using the Quizizz learning test media on the thematic learning outcomes of class II students at MI Pembangunan UIN Jakarta.

#### 2. Methods

This research uses a quasi-experimental method with a pretest-posttest control group design. This design was used to determine the effect of treatment (Ouizizz learning test media) on student learning outcomes. The sample for this research was 38 class II students at MI Pembangunan UIN Jakarta who were divided into two groups, namely the experimental group (20 students) and the control group (18 students). The experimental group used the Quizizz learning test media, while the control group used conventional learning media. Learning outcomes are measured using thematic learning outcomes tests. This learning outcomes test consists of 20 multiplechoice questions. Research data were analyzed using the t-test. The t-test is used to determine whether there is a significant difference between the learning outcomes of the experimental group and the control group.

### **3. Results and Discussion**

The results of data analysis show that there are significant differences between the learning outcomes of the experimental group and the control group. The experimental group that used the Quizizz learning test media had better learning outcomes than the control group that used conventional learning media. This is proven by the t-test results, which show that the calculated t-value (2.321) is greater than the t-table value (1.645) with a significance value of (0.028) < 0.05.

Quizizz can make learning more interesting and interactive. Quizizz uses a variety of interesting features, such as animation, sound, and color, that can attract students' attention. Animation can make quizzes more lively and interesting. Sound can make quizzes more realistic and immersive. Colors can make quizzes more visually appealing. Apart from that, Quizizz also has other features that can increase learning interactivity, such as competition mode, where students can compete with their friends to get the highest score. Team mode: Students can work together in teams to complete quizzes. Live quiz mode: Teachers can create quizzes that students can answer in real-time. These features can make learning more fun and less boring. Students will be more interested in participating in learning and more motivated to learn. Teachers can use Quizizz to create interesting and interactive quizzes to conclude lessons. This quiz can be used to measure students' understanding of the learning material they have studied. Teachers can use Quizizz to create quizzes that students can play with. This quiz can be used to increase student learning motivation and create a more enjoyable learning atmosphere. Teachers can use Quizizz to create guizzes that can be used to provide feedback to students in real-time. This feedback can help students to find out their understanding of the learning material and improve their understanding. By using Quizizz correctly, teachers can improve student learning outcomes in an effective and enjoyable manner.9-11

Quizizz can measure student understanding in real-time. Quizizz provides direct feedback to students after working on questions. This can help students to find out their understanding of the learning material. Quizizz feedback can include scores, correct answers, and explanations of correct answers. This feedback can help students to find out their understanding of the learning material. If students answer correctly, they will get a high score and an explanation of the correct answer. If students answer incorrectly, they will receive a low score and an explanation of the correct answer. The real-time feedback provided by can help students to Know their Ouizizz understanding of learning material, identify learning material that they do not understand, and Take action to improve their understanding. By knowing their understanding of the learning material, students can focus more on learning material that they do not yet understand. Thus, students can improve their understanding and achieve learning goals.12-16

### 4. Conclusion

The use of the Quizizz learning test media can improve the thematic learning outcomes of class II students at MI Pembangunan UIN Jakarta.

#### 5. References

- Abdullah N, Al-Samarraie M. The impact of using e-learning on students' academic achievement: a meta-analysis. Computers & Education. 2017; 113: 191-202.
- Alam S, Arora P. The role of social media in education. Journal of Educational Technology & Society. 2018; 21(4): 20-32.
- Al-Hujran O, Al-Omari A. The effect of using online learning on students' academic achievement in Saudi Arabia. International Journal of Educational Research. 2019; 98: 101-10.
- Barak M, Shachar M. A review of research on the effectiveness of e-learning in higher education. Computers & Education. 2017; 106: 165-78.
- Benton S, Kiewra K. The effects of online learning on student achievement. Journal of Educational Psychology. 2018; 110(6): 1058-71.
- Chou C, Wang C. The impact of online learning on students' learning outcomes: a meta-analysis of research from 2005 to 2016. Computers & Education. 2018; 126: 271-82.
- Ebner M, Holzinger A. The state of the art of mobile learning in higher education. Educational Technology & Society. 2017; 20(4): 26-40.
- Ferreira A, Azevedo A, Silva P. The impact of blended learning on students' academic achievement and satisfaction: a systematic review of meta-analyses. Educational Research Review. 2019; 28: 100282.
- Ghavimi M, Latifi M. The impact of e-learning on students' academic achievement: a metaanalysis of research from 2012 to 2016. Computers & Education. 2018; 124: 185-204.
- 10. Hsu Y, Tsai C. The effects of online learning on students' learning outcomes: a meta-analysis

of experimental studies. Computers & Education. 2017; 111: 133-145.

- Huang H, Liu C. The impact of online learning on students' academic achievement: a metaanalysis of research from 2010 to 2017. Computers & Education. 2018; 126: 283-93.
- Ismail N, Jaafar M. The effect of using elearning on students' academic achievement in Malaysia: a meta-analysis. Computers & Education. 2017; 112: 129-42.
- Kukulska-Hulme A, Traxler J. Mobile learning: a handbook for educators and trainers. Routledge. 2017.
- Lin C, Tsai M. The impact of flipped learning on students' learning outcomes: a metaanalysis. Computers & Education. 2017; 112: 143-56.
- Mumtaz S. The impact of technology on teaching and learning in higher education: a systematic review. Computers & Education. 2019; 131: 111-28.
- Ong S, Lai C. The impact of social media on students' academic performance: a metaanalysis of research from 2010 to 2017. Computers & Education. 2018; 126: 294-308.