The Effectiveness of Using the Quizizz Application in Conducting Learning Outcomes Evaluations on Thaharah Material at UPTD SD Negeri 47 Parepare

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Article Info

ABSTRACT

This research aims to determine the use of the Quizizz application in learning Islamic Religious Education and Character at UPTD SD Negeri 47 Parepare. Then, to find out the implementation of the evaluation of Islamic Religious Education and Character Education learning outcomes at UPTD SD Negeri 47 Parepare using the Quizizz application. And to find out the effectiveness of using the Quizizz application in carrying out evaluation of learning outcomes on thaharah material at UPTD SD Negeri 47 Parepare. This research is a type of experimental research. Experimental research is research carried out to find the consequences of something done intentionally by the researcher. The use of the Quizizz application in learning Islamic Religious Education and Character Class IV UPTD SD Negeri 47 Parepare is in the very good category, namely 84.6% of the ideal score. These results were obtained by analyzing the results of a questionnaire that was distributed to 22 respondents. This shows that learning using media in the form of applications in the learning and evaluation process can have a good impact on the learning process so that it is more varied and interesting. The implementation of the evaluation of Islamic Religious Education and Character Education learning outcomes using the Quizizz application has been carried out according to the specified steps. This can be seen from the results of observing student activities which are in the very good category, namely 89% and teacher activities which are in the very good category, namely 97.5%. The effectiveness of using the Quizizz application in evaluating the learning outcomes of thaharah material in class IV UPTD SD Negeri 47 Parepare can be viewed from two aspects, namely in terms of student responses via questionnaires and in terms of student learning outcomes. Student responses via a questionnaire regarding the effectiveness of using the Quizizz application in evaluating learning outcomes for thaharah material were in the very good category, namely 84.3%. Meanwhile, student learning results showed an increase from the average pretest score of 63.41 to 90.59 in the posttest score. The increase in score obtained can also be seen from the Mean N-gain score, namely 0.7704, from a g value $\geq$ 0.7, so that in the gain index category, it is included in the high criteria. Therefore, based on data from the N-gain score, it can be concluded that the use of the Quizizz application is effective in carrying out evaluation of learning outcomes on thaharah material in class IV UPTD SD Negeri 47 Parepare.

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INTRODUCTION

Education is the main means that needs to be sought and managed as well as possible in line with developments over time and the development of human life. Education is a human need to be able to develop the abilities hidden within humans themselves. Therefore, education is a main concern in order to advance the lives of generations in line with society's demands.

Educational institutions, especially in managing learning, require strategies to be able to achieve the desired goals. Strategy is a basic thing that an educator must have. An educator is required to look for methods that can have a good impact and then implement them in the learning process so that the knowledge transfer process runs according to what is desired.

Education is one of the things that cannot be separated from human life, this is due to the nature of humans as thinking creatures, who basically have potential that is innate from birth, but initially this potential is still passive. For this reason, the potential of this mind needs to be developed so that it experiences natural growth and development. The main tool for developing the potential of the human mind is through the educational process. The educational process provides people with the knowledge, skills, and experiences necessary to understand the world around them and to improve their quality of life.

Entering the era of industrial revolution 4.0, which is greatly influenced by advances in information technology, brings challenges and opportunities in the field of education. The development of information technology can be used as an opportunity if this progress can be utilized to support the learning process. However, it can also be a challenge if this progress is not accompanied by a teacher's expertise in using it.

The development of information technology which is utilized in the world of education is not only used as a learning resource but is also used for evaluation activities in learning, both evaluations that are as practice questions or official evaluations (exams). One of the results of the development of information technology is the existence of the internet as a means that makes it easy to access various kinds of information.

The internet is a product in the development of information technology that can be used as a learning medium. The use of the internet as a learning medium conditions students to learn independently, where they can access various libraries, teaching materials, articles, journals and various other forms of material online. The internet has a significant effect on learning processes and outcomes in the classroom and outside the classroom, namely enabling independence, acceleration, enrichment, effectiveness and productivity of learning. Through the internet, students will be stimulated to learn continuously according to their potential and skills and develop their creativity and independence in learning. With the various conveniences that students obtain in accessing learning material via the internet, it can have a positive impact on their understanding of the material and students can use the internet as an evaluation tool to test their understanding of certain material.

Evaluation is part of the teaching and learning process which as a whole cannot be separated from teaching activities. Some teachers still have inaccurate assumptions. For example, misplaced assumptions are common if evaluation activities do not have a specific objective, except that evaluation is an activity required by regulations. These binding rules include Article 58 paragraph (1) of Republic of Indonesia Law no. 20 of 2003 concerning the National Education System, which states that evaluation of student learning outcomes is carried out by educators to monitor the process, progress and improvement of student learning outcomes on an ongoing basis. Assumptions like this of course must be avoided because the evaluation is carried out with the aim of seeing the extent of students' learning progress.

Teachers should always strive for students to achieve learning success in accordance with the competencies that have been determined. The success of the learning process is always linked to learning outcomes. This means that the process can be said to be optimal if the results obtained are as expected. This can be answered by carrying out careful evaluation activities, so that it will be known whether the student's learning process is optimal or not and the factors causing failure and supporting success can be identified. Based on this, evaluation is one of the activities that must be carried out by teachers to determine the level of success and weaknesses of a learning process that has been implemented so that it is hoped that the quality of the learning process can be better than before.

Efforts to create quality learning evaluation tools certainly cannot be separated from the influence of the application of technology and science. By applying science and technology in the world of education, it is hoped that it can make changes for the better in various aspects of human life. There are many technology-based learning media that are currently being offered, one of which is game-based learning media which can be used as a means of delivering material in the learning process and measuring students' understanding while receiving the material that has been taught. One of the game-based learning media that can be used in the learning process is the Quizizz application.

Quizizz is an alternative learning technology that can be used to evaluate learning outcomes. With the help of the Quizizz application, teachers can create interactive quiz games in learning. Quizizz is considered capable of replacing the old method of assessment which only involved paper and pen, which was seen as boring. Quizizz is an educational game application that is narrative and flexible, apart from being able to be

used as a means of delivering material, it can also be used as an interesting and fun learning evaluation medium.

The issue of thaharah is closely related to the implementation of worship. Prayer is one of the most frequently performed acts of worship, especially the five obligatory prayers and fasting during Ramadan. Also other forms of worship are Tawaf, holding the Mushaf and so on. Therefore, in carrying out the prayer service, it is not valid unless previously all circumstances, clothing, body, place and so on are clean and holy, both clean from large hadas, as well as small hadas, and unclean. The importance of this thaharah material makes the author interested in conducting research while using the Quizizz application in the hope that students will be able to understand the urgency of this thaharah material and will also be able to operate the Quizizz application in evaluating learning outcomes.

Based on the results of observations carried out at UPTD SD Negeri 47 Parepare, it shows that teachers of Islamic Religious Education and Character Education subjects still use conventional evaluation tools during the face-to-face learning process, namely written tests using paper in conducting evaluations in the cognitive domain even though internet facilities are available. in these schools it is available but has not been fully utilized, especially in carrying out learning evaluations.

The implementation of evaluating learning outcomes using paper is classified as conventional because it is still very simple and less practical, this is because its implementation requires quite a long preparation, starting from preparing test sheets and then multiplying them as many times as there are students. Apart from that, using only paper gives students the opportunity to imitate their friends' work so that the grades they get are not purely from their own work. Then it takes quite a long time to calculate students' scores manually, especially if the number of questions is large.

METHODOLOGY

This research is a type of experimental research. Experimental research is research carried out to find the consequences of something done intentionally by the researcher. The experimental research design used is a Pre-Experimental Design type One Group Pretest-Posttest. In the One Group Pretest-Posttest Design, there is a pretest before treatment and a posttest after treatment. In this way, the results of the treatment can be known more accurately, because it can be compared with the situation before the treatment was given. This research was carried out at UPTD SD Negeri 47 Parepare and the objects of research were class IV students. Class IV was determined as the trial sample because the material that will be tested in the evaluation of learning outcomes, namely thaharah material, is included in the subject matter of class IV material.

The data collection method is a method used by researchers to reveal or collect quantitative information from respondents according to the scope of the research through tests, questionnaires, observation and documentation. Data analysis techniques in research are one of the most critical steps in research. Researchers must ensure that the analysis used in the research carried out uses statistical or non-statistical analysis. The choice of this technique is adjusted to the type of data collected.

Data that has been collected in the field needs to be analyzed because without data analysis the research data has no meaning, therefore in quantitative research the data analysis used is descriptive analysis techniques and inferential analysis techniques.

RESULTS AND DISCUSSION

The results of research conducted at UPTD SD Negeri 47 Parepare describe the objectives of the research carried out, namely to find out an overview of the use of the Quizizz application in learning Islamic Religious Education and Character in class IV UPTD SD Negeri 47 Parepare, to know the implementation of evaluating learning outcomes for thaharah material using the Quizizz application, and determine the effectiveness of using the Quizizz application in carrying out evaluations of learning outcomes for class IV thaharah material at UPTD SD Negeri 47 Parepare.

The use of the Quizizz application in learning Islamic Religious Education and Character is in the very good category with the percentage value obtained from the accumulated questionnaire scores being 84.6%. In general, students find it easy to use the Quizizz application and to study the systematics that apply to Quizizz, even though using the Quizizz application in evaluating learning outcomes is something new for them. So far, the process of evaluating learning outcomes has only been carried out using conventional methods, namely written tests using paper. This is in accordance with research by Muhammad Rafi Fajar Rizky et al (2022) that overall students find it easy to learn and use Quizizz, this is proven by the score for the ease of learning Quizizz being in the good category.

The evaluation of learning outcomes on thaharah material in class IV UPTD SD Negeri 47 Parepare using the Quizizz application has been carried out very well. This is based on the results of observations of student activities and teacher activities during the learning outcomes evaluation process which obtained scores of 89% and 97.5%. The stages of implementing learning outcomes evaluation are determining objectives, evaluation design, development of evaluation instruments, collection of data information, analysis

and interpretation and follow-up. Determining the purpose of the evaluation is to determine the achievement of competency mastery by each student, in this case the student's cognitive competency.

The results obtained through evaluating student learning outcomes on thaharah material using the Quizizz application show that there are differences in scores before and after treatment. The difference in scores between the pretest and posttest shows that the final score in the experimental group taught using the Quizizz application in evaluating the learning outcomes of thaharah material for class IV students at UPTD SD Negeri 47 Parepare was greater than the initial score in the experimental group. It can be interpreted that the initial score between the experimental group and the final score between the experimental group has increased, indicating that the treatment given has an impact on the learning outcomes of class IV UPTD students at SD Negeri 47 Parepare.

Increase in N-gain score for learning outcomes after using the Quizizz application in carrying out evaluation of learning outcomes for thaharah material for class IV students at UPTD SD Negeri 47 Parepare. Based on the pretest and posttest learning results, it can be concluded that there was an increase in student learning outcomes after being given treatment (posttest). .

Tabel 1. N-*Gain Score*
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	22	.47	1.00	.7704	.15609
NGain_Persen	22	46.67	100.00	77.0355	15.60923
Valid N (listwise)	22				

Sumber Data: SPSS Versi 25

Based on the table above, the mean N-gain score is 0.7704, so in the gain index category, the criteria are high, while in the percent 77.0355 in the N-gain score effectiveness interpretation category, it is included in the effective category. So, based on data from the N-gain score, it can be concluded that the use of the Quizizz application is effective in evaluating learning outcomes for thaharah material at UPTD SD Negeri 47 Parepare.

One of the benefits obtained when using the Quizizz application in evaluating learning outcomes is increasing student engagement, in this case the technology provides a more interesting and enjoyable learning experience for students. By combining elements of play, competition and instant feedback. Students tend to be more motivated to participate actively and be involved in learning using the Quizizz Paper Mode application. Apart from that, Quizizz Paper Mode applies a competition element to learning. The comparison of students' scores and rankings can trigger extrinsic motivation, where students try to achieve better results than their classmates. This healthy competition can increase students' enthusiasm for learning and efforts to participate actively in learning. This is in line with research by M. Adityawarman et al (2022) which states that students' enthusiasm increases during the learning process because Quizizz is an online learning media that contains games (interactive quizzes) and increases students' ability to understand questions.

The practical aspect can be seen from the fact that it does not require a long time in the process of duplicating questions, the amount of paper used for questions along with answer sheets, and the process of checking students' answers. Students can immediately see the scores they obtained and where they made mistakes in answering certain questions. Therefore, this provides satisfaction for students in participating in the evaluation of learning outcomes in a pleasant atmosphere. Apart from that, students show enthusiasm in participating in the evaluation of learning outcomes using the Quizizz application, students have an interest in using technology compared to evaluations using conventional paper tests. This is in line with research by Balqista Yolanda Azizah (2023) that students are more enthusiastic and enthusiastic about learning when using the Quizizz application. By using the Quizizz application, students are more challenged to complete all the questions in the hope of being at the top of the leaderboard. In the end, they remembered the lessons that had been given better after answering questions with the Quizizz application.

Implementing learning outcomes evaluation using the Quizizz Paper Mode application provides several advantages, namely as follows: 1) If you use the Quizizz Paper Mode feature, students do not need a smartphone or laptop and do not need an internet network. 2) The teacher can scan the barcode of students' answers so that students can immediately see who has answered correctly and incorrectly. 3) Barcode answer card sheets for students can be used repeatedly with different evaluation materials. 4) Each student has one barcode card. 5) The barcode card sheets differ between students so that students cannot copy other students' answers.

Even though the implementation of the evaluation of learning outcomes for thaharah material using the Quizizz application generally went well. However, there were several factors that hampered the research process a little, namely the disruption of the learning outcomes evaluation process at several times due to rolling power outages in the school area which resulted in the start time of the evaluation process having to be postponed slightly. This is because the evaluation process requires a projector to display questions and a

□   5

ranking board of students' scores. The second factor was that there was one student who was a bit slow in understanding the use of barcode paper in answering questions, so the researcher gave a special explanation to that student and appointed one student who had understood to provide an example and become a peer tutor for students who had not. understand. After doing this, the students finally understood well and were able to follow the evaluation process smoothly.

The use of the Quizizz application as a learning medium must be supported by the availability of adequate facilities and infrastructure so that the learning process using the Quizizz application can be more effective in the future. In this case, the Quizizz application can be used as the main learning medium for evaluating learning outcomes that are interesting and fun. This is because teachers can create a more lively learning atmosphere so that students can achieve their goals. Using the Quizizz application brings something new to students as a learning medium, who previously focused on subject books only and used conventional written tests in the process of evaluating learning outcomes. Apart from that, the use of the Quizizz application is very effective in carrying out evaluations of learning outcomes on thaharah material for class IV students at UPTD SD Negeri 47 Parepare which is indicated by the students' positive responses which contain indicators of the effectiveness of using the Quizizz application as well as an increase in the scores obtained from the pretest. to posttest. However, with a fairly high KKM score, it is hoped that there will be strategies, learning methods and use of learning media that are much more effective and efficient so that learning outcomes will be even better in the future.

CONCLUSION

The use of the Quizizz application in learning Islamic Religious Education and Character Class IV UPTD SD Negeri 47 Parepare is in the very good category, namely 84.6% of the ideal score. These results were obtained by analyzing the results of a questionnaire that was distributed to 22 respondents. This shows that learning using media in the form of applications in the learning and evaluation process can have a good impact on the learning process so that it is more varied and interesting.

The implementation of the evaluation of Islamic Religious Education and Character Education learning outcomes using the Quizizz application has been carried out according to the specified steps. This can be seen from the results of observing student activities which are in the very good category, namely 89% and teacher activities which are in the very good category, namely 97.5%.

The effectiveness of using the Quizizz application in evaluating the learning outcomes of thaharah material in class IV UPTD SD Negeri 47 Parepare can be viewed from two aspects, namely in terms of student responses via questionnaires and in terms of student learning outcomes. Student responses via a questionnaire regarding the effectiveness of using the Quizizz application in evaluating learning outcomes for thaharah material were in the very good category, namely 84.3%. Meanwhile, student learning results showed an increase from the average pretest score of 63.41 to 90.59 in the posttest score. The increase in score obtained can also be seen from the Mean N-gain score, namely 0.7704, from a g value ≥ 0.7, so that in the gain index category, it is included in the high criteria. Therefore, based on data from the N-gain score, it can be concluded that the use of the Quizizz application is effective in carrying out evaluation of learning outcomes on thaharah material in class IV UPTD SD Negeri 47 Parepare.

RECOMMENDATION

Improve strategies and use of media in the learning process so that the learning process runs more effectively so that learning objectives can be achieved optimally.

The use of the Quizizz application in evaluating learning outcomes can be further improved and varied so that the evaluation can run effectively and efficiently and student motivation and student learning outcomes can further increase.

This research is research that carries out trials regarding learning applications with the aim of making it easier for students in the learning process, especially in the process of giving questions. The researcher understands that this research still has many shortcomings so it is hoped that this research can be used as consideration and reference for further research, especially in the field of Islamic Religious Education.

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