

Development of Quizizz Media for Online Learning for Class IV English Subjects at Madrasah Ibtidaiyah

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Abstract

This study aims to determine the feasibility of the media based on the responses of material experts and media experts, as well as to determine student responses to the use of Quizizz media in online learning of English subjects at MI Darul Huda Deyeng. The research method used is a type of Research and Development (R&D) by adapting the Dick and Carrey development model. The test subjects in this study were fourth grade students of MI Darul Huda Deyeng. The data collection instrument used is a questionnaire (questionnaire). The technique used in data collection is a questionnaire with a Likert scale. Analysis of the data used is descriptive analysis. From the results of the research conducted, it shows that the Quizizz media in online learning of class IV English subjects at MI Darul Huda Deyeng which has been developed based on the assessment responses from material experts has obtained a feasibility percentage of 80% and is included in the appropriate category, based on the assessment responses by media experts, it is obtained The percentage of eligibility is 82.66% which is included in the very feasible category, while student responses to the Quizizz media developed get a percentage of 82.82% included in the very feasible category.

Keyword: Learning Media Development, Quizizz, English Online Learning

Abstrak

Penelitian ini bertujuan untuk mengetahui kelayakan media berdasarkan tanggapan penilaian ahli materi dan ahli media, serta untuk mengetahui respon siswa terhadap penggunaan media Quizizz dalam pembelajaran daring mata pelajaran Bahasa Inggris di MI Darul Huda Deyeng. Metode penelitian yang digunakan merupakan jenis Research and Development (R&D) dengan mengadaptasi model pengembangan Dick and Carrey. Subjek uji coba dalam penelitian ini adalah siswa kelas IV MI Darul Huda Deyeng. Instrumen pengumpulan data yang digunakan yaitu angket (kuisioner). Teknik yang digunakan dalam pengumpulan data yaitu angket dengan skala Likert. Analisa data yang digunakan yaitu analisis deskriptif. Dari hasil penelitian yang dilakukan menunjukkan bahwa media Quizizz dalam pembelajaran daring mata pelajaran Bahasa Inggris kelas IV di MI Darul Huda Deyeng yang telah dikembangkan berdasarkan tanggapan penilaian dari ahli materi memperoleh persentase kelayakan 80% dan termasuk dalam kategori layak, berdasarkan tanggapan penilaian oleh ahli media mendapat persentase kelayakan 82,66% yang termasuk dalam kategori sangat layak, sedangkan respon siswa terhadap

media Quizizz yang dikembangkan memperoleh presentase 82,82% termasuk dalam kategori sangat layak.

Kata Kunci: Pengembangan Media Pembelajaran, Quizizz, Pembelajaran Bahasa Inggris Online

Introduction

Learning is a teaching and learning activity, where teaching is often referred to as a teacher who provides material in the form of knowledge, attitudes and skills, while learning itself is the student who receives the material. Learning is a human activity that will continue as long as humans live. This shows that learning is never limited by time, place or age, regardless of gender, be it male or female.

Learning is an assistance provided by educators, which allows students to have a process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs. Learning can be said to be a process to help students learn well. The learning process can also be interpreted as a series of interactions between students and teachers in order to achieve learning objectives, or it can be said that learning is a process of teaching students.¹

The learning process can be done anytime and anywhere, not only in the classroom, but also outside the classroom, even at home learning activities can also continue. Utilization of information technology can also assist in the learning process, teachers can use information technology as a medium to carry out an online learning process or learning that is carried out without face-to-face. This is very relevant to the current situation, where at this time the world is being shocked by the outbreak of a virus called Corona or what is often called Covid-19 (Corona Virus Diseases-19). This virus began to endemic for the first time in the city of Wuhan, China and spread very quickly throughout the world, including Indonesia in just a few months. The Corona virus (Covid-19) pandemic has brought changes in the behavior patterns of people around the world. With the COVID-19 pandemic, everyone is required to carry out

¹ Hawwin Muzakki, Restu Yulia Hidayatul Umah, dan Khoirul Mudawinun Nisa', "Teori Belajar Konstruktivisme Maria Montessori Dan Penerapannya Di Masa Pandemi Covid-19," *Ibriez : Jurnal Kependidikan Dasar Islam Berbasis Sains* 6, no. 2 (16 Desember 2021): 241-62, el Bidayah: Journal of Islamic Elementary Education Volume 4, Nomor 1, March 2022

<https://doi.org/10.21154/ibriez.v6i2.164>; A. Jauhar Fuad dan Sandi Susilo, "Analisis Penggunaan Media Online Dalam Pembelajaran Di Masa Pandemi Covid-19 Di MAN 1 Kota Kediri," *Seminar Nasional Teknologi Pembelajaran* 1, no. 1 (5 Agustus 2021): 58-70.

physical distancing procedures. Physical distancing is the limitation of physical interaction between one person and another to minimize the spread of the COVID-19 pandemic. With physical distancing, everyone is required to work from home, including the education sector, where all teaching and learning activities are carried out from their respective homes.²

The impact of the emergence of this virus in the field of education, the Minister of Education and Culture (Mendikbud) issued a circular letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Diseases-19. The government recommends not carrying out learning activities in schools and implementing online learning practices to break the chain of spreading the Covid-19 virus.³

Bilfaqih and Qomarudin explained that online learning is a program for organizing online classes to reach a

massive and broad target group. Learning can be done through a network that is organized and followed for free or paid.⁴ Although learning is delivered online during the Covid-19 pandemic, the role of a teacher as an educator remains a determining factor for the success of achieving educational goals. With the help of tools, media or applications that are applied in each school, a teacher must also have high and innovative creativity so that understanding of the concepts of the material being taught reaches students. In the context of education, teachers have a very large and strategic role or contribution.

Online learning can also be carried out from their respective places without having to meet face-to-face. In education, online learning is expected to be able to overcome problems that occur during the pandemic in the teaching and learning process. By utilizing current technology such as smartphone laptops, internet networks and a platform, it is

² A. Jauhar Fuad dan Pranita Andhinasari, "Improving Student Learning Outcomes During The Covid-19 Pandemic Using Learning Videos and E-Learning," *EL Bidayah: Journal of Islamic Elementary Education* 3, no. 2 (30 September 2021): 102–14, <https://doi.org/10.33367/jiee.v3i2.1876>.

³ Ina Magdalena dkk., "Implementasi Model Pembelajaran Daring Pada Masa Pandemi Covid-19 Di Kelas III SDN Sindangsari III," *PANDAWA* 3, 56

no. 1 (31 Januari 2021): 119–28, <https://doi.org/10.36088/pandawa.v3i1.1005>.

⁴ Fitriyah Fitriyah, "Peningkatan Kualitas Pembelajaran Daring Pada Masa Pandemi Melalui Penggunaan Aplikasi Google Classroom Di SDN Sudimoro Kecamatan Tulangan Sidoarjo," *Educatif Journal of Education Research* 3, no. 2 (10 Maret 2021): 97–101, <https://doi.org/10.36653/edukatif.v3i2.71>.

hoped that this can be a solution that can be maximized. Educators and students must familiarize themselves with new habits to be able to carry out the teaching and learning process from their respective places.

Online learning has many challenges. One of the challenges is the reduced focus of students because they do not do face-to-face learning. In addition, online learning time is also very short, so there is a need for a media that can lift students' motivation to stay focused in learning. Media is a tool used to channel messages from the sender to the recipient so as to stimulate thoughts, feelings, concerns and interests as well as the abilities or skills of students in such a way that a process occurs in order to achieve learning objectives effectively.⁵

This online learning process has many impacts, from positive to negative. Online learning requires teachers to be ready to learn in the most creative way when delivering material. In the online learning process, it is not easy, especially

for the SD/MI level. In this online learning process, it does not only involve teachers and students, the role of parents is also very necessary. Parents are required to be involved in assisting the online learning process.⁶

The use of e-learning-based learning media is one way that educators can do to remain responsible for the development of students in the teaching and learning process. Learning media based on e-learning is an example of the use of information and communication technology that can be used as a means for teachers and students to facilitate a learning process with the hope of achieving learning objectives. One type of e-learning found in Indonesia is Quizizz. According to Purba, Quizizz is a game-based educational application, which brings multiplayer activities to the classroom and makes the classroom practice interactive and fun.⁷ Quizizz is a multiplayer quiz application that can also be used to deliver brief lessons in the form of slide

⁵ Nafilatur Rohmah, "Media Pembelajaran Masa Kini: Aplikasi Pembuatan Dan Kegunaannya," *Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 2 (17 Desember 2021): 127–32.

⁶ Magdalena dkk., "Implementasi Model Pembelajaran Daring Pada Masa Pandemi Covid-19 Di Kelas III SDN Sindangsari III."

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⁷ Leony Sanga Lamsari Purba, "Peningkatan Konsentrasi Belajar Mahasiswa Melalui Pemanfaatan Evaluasi Pembelajaran Quizizz Pada Mata Kuliah Kimia Fisika I," *Jurnal Dinamika Pendidikan* 12, no. 1 (2019): 29–39.

shows and quizzes that can be accessed on each smartphone.

The Quizizz application which was developed as an e-learning-based learning media, especially online learning, is expected to increase students' learning motivation and maximize online learning. Through the development of interesting and fun Quizizz application media for learning with the application of the "learning while playing" system, which is expected to be the main attraction in the learning process.

Based on the description above, it is necessary to carry out an innovation in the development of learning media in the process of learning activities in order to assist teachers in overcoming the limitations of teaching and learning activities during the covid-19 pandemic. Therefore, a study entitled "Development of Quizizz Media in online learning of the fourth grade English subject at MI Darul Huda Deyeng was conducted". This study aims to determine the responses of material and media experts, as well as student responses to the Quizizz media in online learning of English subjects that were developed.

Method

The research method used is the research and development method or in English it is called Research and Development (R&D). Borg and Gall define research development as a process used to develop and validate existing or new products, as well as to discover knowledge or answer problems.⁸ The development model used adapts the Dick and Carey development model, because it is a development model that uses a systems approach. The systems approach is designed to make learning more effective, and the systems approach is a powerful tool for planning educational products suitable for learning outcomes, child characteristics, and teaching and assessment activities.⁹

The subjects involved in this study were media experts, material experts for fourth grade students at MI Darul Huda Deyeng. The types of data obtained in this study are quantitative data and qualitative data. At the stage of the data collection instrument used in the study was in the form of questionnaire responses from media and material experts as well as student

⁸ Gert Biesta, *Educational Research: An Unorthodox Introduction* (Bloomsbury Publishing, 2020).

⁹ Walter Dick, Lou Carey, dan James O. Carey, *The Systematic Design of Instruction* (Pearson, 2014).

responses, using a Likert scale with 5 alternative answers as follows:

Table 1 Criteria for Assessment of Expert Validation Questionnaires

| Answer | Description | Score |
|--------|---------------|-------|
| VG | Very good | 5 |
| G | Good | 4 |
| PG | Pretty good | 3 |
| NG | Not good | 2 |
| VNG | Very Not Good | 1 |

Table 2 Criteria for Assessment of Student Response Questionnaires

| Answer | Description | Score |
|--------|-------------------|-------|
| SA | Strongly agree | 5 |
| A | Agree | 4 |
| JA | Just Agree | 3 |
| D | Disagree | 2 |
| SD | Strongly Disagree | 1 |

The data obtained were analyzed using descriptive analysis techniques. The scores of the questionnaire results that have been collected from the questionnaire responses from media experts and student response questionnaires are then analyzed by finding the percentage. After the percentage results are obtained, they are then matched with the qualification criteria as follows:¹⁰

Table 3 Eligibility Level Qualifications by Percentage

| Percentage | Qualification | Eligibility criteria |
|------------|---------------|------------------------------|
| 81 – 100 % | Very Valid | Very decent, Unrevised |
| 61 – 80 % | Valid | Eligible, No revision |
| 41 – 60 % | Quite Valid | Decent enough, Need revision |
| 21 – 40 % | Less Valid | Not worth it, Revision |
| < 21 % | Very Invalid | Not worth it, Total revision |

While the qualification criteria for student responses are as follows:

Table 4 Criteria for Classification of Student Responses

| Percentage | Qualification | Eligibility criteria |
|------------|---------------|----------------------|
| 81 – 100 % | Very Valid | Very good |
| 61 – 80 % | Valid | Good |
| 41 – 60 % | Quite Valid | Pretty good |
| 21 – 40 % | Less Valid | Not good |
| < 21 % | Very Invalid | Very Not Good |

Result and Discussion

Result

Material Expert Validation Results

Material experts provide feedback to obtain validity in terms of material. Material expert validation was carried out by filling out an assessment questionnaire sheet on each aspect of the assessment consisting of two criteria: content aspects and learning aspects. The results of the validation

¹⁰ A. Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan* (Prenada Media, 2016).

carried out by material experts get a percentage of 80%. If the percentage is matched with the table of eligibility qualifications, it is included in a valid qualification with the criteria for learning media that is suitable for use. Suggestions from material experts are the need to improve the sentences used on the study guide slides, the need to provide more varied examples, improve answer choices on quizzes and writing errors on quiz questions. This finding is the same as the research results by Agustien et al. The results showed that the learning media products were validated and in the interesting category. Classically, the results of the validation of content experts in the field of study are 80%.¹¹ In contrast to other studies, the results of the study on the development of aqidah textbooks in comic format are valid, based on 95%

content expert validation.¹² The validation results show that the assessment of the content and language suitability components has good criteria. Graphic components and conformity to technical requirements obtained very good criteria.¹³ Thus the results of the validation can be used as a standard for the feasibility of developing media in terms of material. Criticisms and suggestions from the validators will be used by the authors to create learning media that will later be suitable for use by both teachers and students.¹⁴

Media Expert Validation Results

Media experts provide responses to the assessment of learning media products in terms of media. This is done so that the results of media products are feasible and can be applied in the learning process. From the results of the validation carried out by media experts,

¹¹ Relis Agustien, Nurul Umamah, dan S. Sumarno, "Pengembangan Media Pembelajaran Video Animasi Dua Dimensi Situs Pekauman Di Bondowoso Dengan Model Addie Mata Pelajaran Sejarah Kelas X IPS," *Jurnal Edukasi* 5, no. 1 (9 Juli 2018): 19–23, <https://doi.org/10.19184/jukasi.v5i1.8010>.

¹² Jumiati Siska dan Muhammad Kristiawan, "Pengembangan Modul Pembelajaran Terhadap Hasil Belajar Mata Pelajaran Aqidah Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 6 (14 Oktober 2021): 5035–42, <https://doi.org/10.31004/basicedu.v5i6.1570>.

¹³ Ifa Seftia Rakhma Widiyanti dan Saeful Mizan, "Validasi Buku Penilaian Berbasis Literasi Sains (Bupena Berisi) Untuk Calon Guru Sekolah Dasar," *Autentik: Jurnal Pengembangan* 60

Pendidikan Dasar 5, no. 1 (2 Februari 2021): 21–32, <https://doi.org/10.36379/autentik.v5i1.100>; Nuria Ulfa Eka Juliyanti, Chindy Hanggara Rosa Indah, dan Munawwir Hadiwijaya, "Pengembangan Media Pembelajaran Menggunakan Aplikasi Quizizz Pada Implementasi Ulangan Harian Siswa XI-A SMAN 1 Waru-Pamekasan," *Prosiding Seminar Nasional Sastra, Lingua, Dan Pembelajarannya (Salinga)* 1, no. 1 (26 Oktober 2021): 145–51.

¹⁴ M. Naqqi Imani, Rizka Oktaviyanti, dan Vicky Akhlan Romdhoni, "Inovasi Media Pembelajaran Linktree Dan Evaluasi Quizizz Pada Materi Sistem Peredaran Darah Manusia Kelas VIII SMP," *PISCES: Proceeding of Integrative Science Education Seminar* 1, no. 1 (22 Desember 2021): 222–31.

the percentage was 82.66%. The percentage obtained if it is matched with the table of eligibility qualifications is included in a very valid qualification with the criteria of learning media that is very feasible to use. Suggestions from media experts are that it is necessary to improve the slide show for the study guide section, need to add instructions for taking quizzes, and improve the design of the fourth part of the slide show.

The average percentage rating shows that 90.6% of this media is valid and 91.3% is practical, so this product is said to be feasible to use.¹⁵ Display (visual communication) 89.00% and software utilization 95.00%.¹⁶ Although the results of this research validation are smaller, at least the validation level is above 80%.

Discussion

Individual Trial Results

This discussion is to find out the response of students to the use of the

developed learning media. For data collection using a questionnaire or questionnaire. After the Quizizz media development product was validated by experts and received suggestions for improvement, then the product was improved and tested individually (One-to-one evaluation), namely by conducting trials on 3 students who represented in one class, namely students who had high abilities, medium and low. From the results of individual trials obtained an average percentage of 80.89%. The percentage results are included in the valid qualifications with the criteria that the learning media developed get a good response by students.

The student's view of the use of Quizizz is that the application of lectures is fun and quite challenging.¹⁷ The conclusion of this study is that the use of the Quizizz application in general has a positive impact on the English learning process. Based on students' perceptions,

¹⁵ Bagas Prima Kristanto dan Tri Nova Hasti Yuniarta, "Development of Media Evaluation of Mathematics Learning Based Applications Quizizz with Problems PISA Content Quantity," *Edumatica : Jurnal Pendidikan Matematika* 11, no. 02 (30 Agustus 2021): 64–72, <https://doi.org/10.22437/edumatica.v11i02.12449>.

¹⁶ Lani Dwi Kurnia, Sri Haryati, dan Roza Linda, "Pengembangan Instrumen Evaluasi Higher Order Thinking Skills Menggunakan Quizizz Pada Materi Termokimia untuk Meningkatkan Kemampuan Berpikir Tingkat Tinggi Peserta el Bidayah: Journal of Islamic Elementary Education *Volume 4, Nomor 1, March 2022*

Didik," *Jurnal Pendidikan Sains Indonesia* 10, no. 1 (19 Januari 2022): 176–90, <https://doi.org/10.24815/jpsi.v10i1.21727>.

¹⁷ I. Gede Teguh Heriawan dan Putu Ida Arsani Dewi, "Efektivitas Pembelajaran Daring Dalam Meningkatkan Keaktifan Siswa Melalui Media Pembelajaran Quizizz Di Kaum Pelajar Masa Kini," *PINTU: Jurnal Penjaminan Mutu* 2, no. 2 (27 Oktober 2021), <http://jurnal.stahnmpukuturan.ac.id/index.php/jurnalmutu/article/view/1685>.

the Quizizz application is a learning application that is fun, effective, not boring, varied, challenging, simple, and can be used anywhere.¹⁸

Small Group Trial Results

The small group evaluation was conducted after the individual trial. This small group trial was conducted on 8 fourth grade students of Madrasah Ibtidaiyah. The data obtained from the 8 student assessment questionnaires are as in the One-To-One Evaluation, namely the results of the student response questionnaire to the use of Quizizz media in online learning of developed English subjects. From the results of the small group trial, an average percentage of 81, 16% was obtained. The percentage results are included in very valid qualifications with the criteria of the developed learning media getting a very good response by students.

Field Trial Results

After getting the results from the small group trial, the product was then tested on students in one class. The class taken in this study was class IV, which consisted of 17 students at MI Darul

Huda Deyeng, Ringinrejo District, Kediri Regency. The data obtained from the field trial questionnaire includes student responses to the use of Quizizz media in online learning of developed English subjects. The percentage obtained is 82.82%, and is included in a valid qualification with the criteria for using Quizizz learning media to get a very good response to use.

Using the Quizizz app also makes online learning more fun. The obstacle in using the Quizizz application is the internet network. Then the use of internet quota to access the Quizizz application is also an obstacle because it is difficult to connect to the internet network. The benefits of using the Quizizz application make the online learning process more varied and efficient. The advantages of using the Quizizz application can be seen directly. The use of the Quizizz application can also evaluate students independently. Quizizz application is only to find out students' abilities in the cognitive realm.¹⁹ Quizizz can produce creative, innovative and fun learning media so it

¹⁸ Ni Wayan Swarniti, "Efektivitas Penggunaan Aplikasi Quizizz Dalam Proses Pembelajaran Bahasa Inggris Bagi Mahasiswa," *Seminar Nasional Teknologi Pembelajaran 1*, no. 1 (7 Agustus 2021): 133–44.

¹⁹ Gamar Al Haddar dan Maulana Adam Juliano, "Analisis Media Pembelajaran Quizizz Dalam Pembelajaran Daring Pada Siswa Tingkat Sekolah Dasar," *EDUKATIF: JURNAL ILMU PENDIDIKAN* 3, no. 6 (18 Oktober 2021): 4794–4801, <https://doi.org/10.31004/edukatif.v3i6.1512>.

needs to be used as a learning medium.²⁰ With these results, it can be concluded that the online Quizizz application learning media is quite effectively used for students' cognitive development in Indonesian class 3 subjects.²¹ The use of educational game website media in online learning with quizzzz media and crossword puzzles shows the results that are able to form students' critical thinking in online learning. Media is able to stimulate the process of intelligence and students' thinking skills with various scientific content.²²

Develop interactive learning media based on android application in the form of Quizizz application. Based on the research, the results that can be achieved in the Quizizz application as a learning media are: (1) Students' attention in using cellphones in the learning process, (2) Students' understanding of understanding questions independently, (3) Activeness, both asking for material and evaluating and

taking notes. material, (4) students' accuracy in questions and time management, (5) calm in doing questions or quizzes. Thus, it can be concluded that the Quizizz application media is very effective in being used in the learning process.²³

The results of this development and the results of previous studies if related, that this development deserves to be followed up in further research. The next research that can be done is to test the effectiveness of using Quizizz media on English subjects at Madrasah Ibtidaiyah.

Conclusion

Based on the research conducted, it can be concluded that:

Responses from material experts to Quizizz media on online learning of English subjects are included in the criteria for use with the percentage obtained by 80%.

The response of media experts, the learning media developed is included in

²⁰ Yulia Isratul Aini, "Pemanfaatan Media Pembelajaran Quizizz Untuk Pembelajaran Jenjang Pendidikan Dasar Dan Menengah Di Bengkulu," *Kependidikan* 2, no. 25 (2019), <http://jurnal.umb.ac.id/index.php/kependidikan/artic/view/567>.

²¹ Issrina Dwika Hidayati dan Aslam Aslam, "Efektivitas Media Pembelajaran Aplikasi Quizizz Secara Daring Terhadap Perkembangan Kognitif Siswa," *Jurnal Pedagogi Dan Pembelajaran* 4, no. 2 (17 Agustus 2021): 251–57, <https://doi.org/10.23887/jp2.v4i2.37038>.

²² Jira Rastal Arif, Aiman Faiz, dan Lidiya Septiani, "Penggunaan Media Quiziz Sebagai Sarana Pengembangan Berpikir Kritis Siswa," *EDUKATIF : JURNAL ILMU PENDIDIKAN* 4, no. 1 (2022): 201–10, <https://doi.org/10.31004/edukatif.v4i1.1804>.

²³ Septy Nurfadhillah dkk., "Pengembangan Media Pembelajaran Interaktif Berbasis Android Melalui Aplikasi Quiziz Pada Pelajaran Matematika VI SDN Karang Tengah 06," *PENSA* 3, no. 2 (30 Agustus 2021): 280–96, <https://doi.org/10.36088/pensa.v3i2.1359>.

the very feasible criteria for use with a percentage obtained of 82.66%.

Meanwhile, students' responses to the use of Quizizz media were very good, indicated by the average percentage of 82.82%

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