

Quizizz Application for Formative Assessment: Students' Perception

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ABSTRACT

This research aims to analyze students' perceptions of the Quizizz application in formative assessment at the 10th grade of MAN 2 Banyumas. This research employed a quantitative descriptive method, utilizing a questionnaire as the primary data collection technique. The questionnaire consisted of 30 items and was distributed to 370 respondents. The data is then presented in the form of a table after calculating the percentage of each statement. Then, the average rate of each part was calculated. The results of this research showed that students' perception of the Quizizz application for formative assessment reached 77.5%, which, if classified, falls into the good category. Thus, it can be concluded that perception agrees with the statement. The results explained that Quizizz is an engaging tool that motivates students, promotes honesty and fairness, enhances understanding of material, and encourages teachers' creativity through its various features, including question types, live modes, and online reports. The percentages of all these parts fall into the good classification, which means perception is generally accurate, although minor errors or limitations in understanding may occur.

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1. INTRODUCTION

Teaching English will be more effective if teachers provide assessments as feedback for students. According to Brown & Abeywickrama (2019), evaluating or assessing the level or extent of an individual's characteristics requires conducting an assessment. Assessment can inform teaching and learning by identifying areas for improvement. Classroom assessment is a systematic process teachers and students use to gather, evaluate, and utilize evidence of student learning. This process serves multiple purposes, including identifying students' strengths and weaknesses, tracking their progress toward proficiency, determining grades, providing feedback to students and parents, and improving learning outcomes and motivation (Brookhart & McMillan, 2019). Classroom assessment can be categorized into two types. First, formative assessment, which occurs during the learning process, focuses on providing ongoing feedback to support student development. It functions as a continuous process rather than a specific set of methods or tools (Andrade & Cizek, 2010); and second, summative assessment, which involves assigning grades to individual assessments are compiled into a final report card grade to evaluate overall student achievement. Report card grade is a classroom assessment (McMillan, 2013).

According to Byram (2004), assessment media can be categorized into traditional and modern. Traditional media generally relies on written assessment instruments. Meanwhile, modern media utilizes technology to create more interactive and diverse assessments. Therefore, many applications can be optimized as assessment tools,

such as Kahoot, Socrative, Edmodo, Schoology, and Quizizz (Zuhriyah & Pratolo, 2020). The Quizizz digital platform application is closely linked to professional development activities for educators, particularly those who aim to become digitally literate and establish diverse learning communities with a shared focus on student-centered learning (Pudjiati & Madani, 2024). It enables teachers to create game-based learning evaluations through quizzes, enhancing the teaching and learning processes. According to Munawir & Hasbi (2021), Students were more focused and attentive during the quiz when using Quizizz, a learning evaluation tool that teachers can quickly use to assess students' learning in the classroom. The results of student assessments can be downloaded for free. The Quizizz application may not always provide sufficient context to evaluate students' ability to apply their knowledge in real-world situations (Pudjiati & Madani, 2024).

In the previous related studies, some found that students' perception of using the Quizizz application for formative assessment makes learning more interactive and varied. As mentioned by Meliana et al. (2023), students perceived Quizizz positively as a formative assessment tool for English Grammar. Bindiya and Fediyanto (2023) identified both benefits and challenges associated with Quizizz, including technical issues and limitations in question types. Hoang (2024) highlighted that students were intensely engaged in Quizizz-based gamified formative assessments. Moreover, Heriyawati & Elfiyanto (2023) found that Quizizz Paper Mode enhanced student confidence and motivation in language assessment. However, a gap remains in understanding how students perceive Quizizz specifically as a tool for formative assessment, particularly in terms of its pedagogical value, reliability, fairness, and alignment with learning objectives, especially from the perspective of language learners. Most previous studies also lack qualitative insights or in-depth analysis into why students feel the way they do about the use of Quizizz in formative language assessment. Therefore, this study aims to fill the gap by providing a more focused exploration of students' perceptions of the Quizizz application.

1.1. Definition of Student Perception

Perception is how you think about or understand someone or something (Rashed, 2022). Meanwhile, Bimo Walgito (2004) states that perception is preceded by sensing, an intangible process of receiving stimuli through their receptors, so that individuals realize what is seen and heard, and so on; the individual experiences perception. According to biological perspectives, perception is the collection of mental images of things and events triggered by stimulating bodily sense receptors. Students' perceptions are their unique opinions, convictions, and attitudes about their educational experiences.

1.2. Quizizz Application

Quizizz is a popular online learning platform that allows teachers to create interactive student tests and activities. According to Prastowo & Nurdianto (2021), Quizizz is a learning evaluation medium that utilizes online media to create material exposure through interactive quizzes enriched with animations and engaging, easy-to-use interactions. Teachers may use the Quizizz application to assign homework or tasks to students, allowing them to practice. It means that teachers are not limited to administering assessments.

1.3. Formative assessment

The best formative assessment involves both students' and teachers' recursive processes. According to Brookhart (2010), Formative assessment is not intended for grading but rather for guiding student learning. Students should be allowed to develop their understanding and skills before being evaluated based on their performance. Brown & Abeywickrama (2019) stated that formative assessment evaluates students in "forming" their competencies and skills to help them continue that growth process. Formative assessment is a crucial component of teaching and learning.

According to Heritage (2021), there are three processes of formative assessment:

- 1.3.1. Learning Goals and Success Criteria: Defining learning objectives and success criteria is the first step in formative assessment.
- 1.3.2. Eliciting and using evidence: Collecting evidence of learning and using it to adjust teaching is a core part of formative assessment.
- 1.3.3. Feedback to students: Providing feedback to students so they can improve their understanding and performance is a key step in this process.

2. METHOD

This type of research is quantitative, focusing on a descriptive approach. The researcher employed a quantitative descriptive research approach to achieve the research purpose, which was conducted with the tenth-grade students of MAN 2 Banyumas. The researcher used a quantitative descriptive approach to analyze students' perceptions of the Quizizz application for formative assessment. The population of this research consisted of tenth-grade students at MAN 2 Banyumas for the 2024/2025 academic year. The total number of participants is 370 students. They consisted of the tenth class. The sample used in this research was the population's members.

In the questionnaires, there were six indicators of adaptation to the questions. The first indicator is Quizizz, an engaging tool that makes them more motivated; the second indicator is honesty and fairness in Quizizz; the

third is Quizizz in understanding material; the fourth is teachers' creativity using Quizizz; the fifth is Quizizz question types; and the sixth is Quizizz live modes and online reports.

Table 1: Adopted the Questionnaire

Indicators	Adopted	Questions
Students perceive Quizizz as an engaging tool that motivates them.	Wulandari (2021)	7
Students' perception of honesty and fairness in Quizizz.	Wulandari (2021)	8
Students' perception of Quizizz in understanding the material.	Utami, E. D., Rizal, S., & Martina, F. (2022)	12
Students' perception of teachers' creativity using Quizizz.	Utami, E. D., Rizal, S., & Martina, F. (2022)	18
	Andresta (2022)	20
Students' Perception of Quizizz Question Types.	Utami, E. D., Rizal, S., & Martina, F. (2022)	23 & 24
	Andresta (2022)	25
Students' perception of Quizizz live modes and online reports	Wulandari (2021)	27

The researcher used the Likert Scale, which required students to express their perception through four statements: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). To analyze the collected questionnaire data, the researcher converts the responses into percentages using a predefined percentage formula, according to Sugiyono (2016):

$$P = \frac{f}{n} \times 100\%$$

Description:

P: Percentage

f: Frequency of answer score

n: Number of respondents

3. DISCUSSION AND CONCLUSION

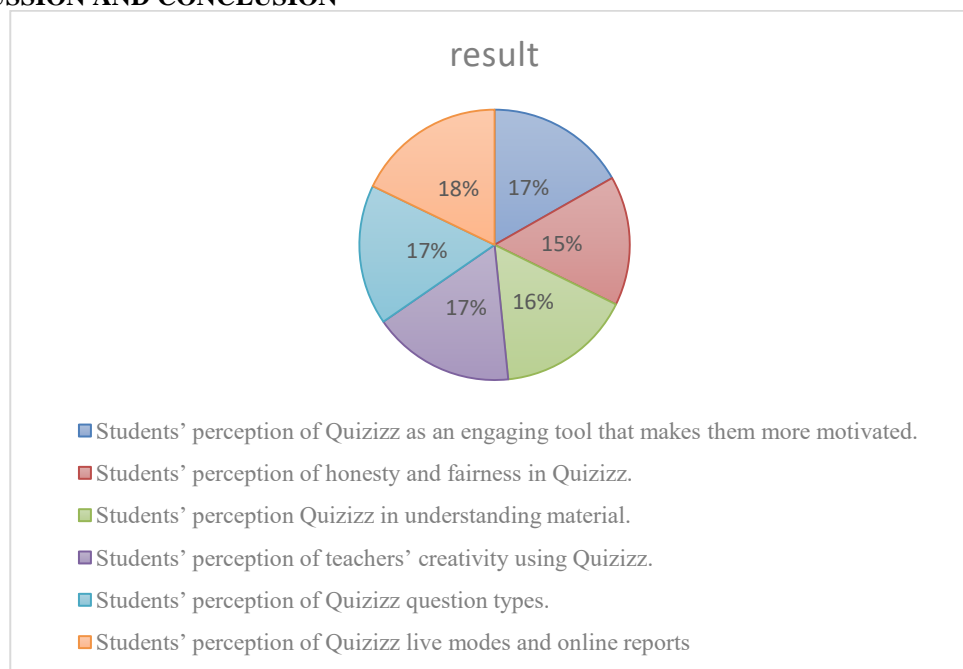


Figure 1. The result of the questionnaire

The average percentage of students' perception of Quizizz as an engaging tool that motivates them to perform well falls into the good category, as indicated by the questionnaire, which consisted of seven questions. This means students agree with the statements. This is reinforced by a statement from Basuki & Hidayati (2019), who noted that quizzes help students engage with the material or subject matter and encourage their confidence in learning, ultimately motivating them to take the quiz to evaluate their ability. Quizizz also motivates competition in the classroom because everyone wants their name to be at the top of the leaderboard. The interactive and gamified features of Quizizz, including leaderboards, instant feedback, and time limits, create a dynamic learning environment that keeps students actively engaged. These elements encourage a sense of competition and excitement, which can lead to increased motivation and help students retain material.

As noted by Dewi et al. (2022), Quizizz was selected as a learning medium due to its interactive and engaging features, which include presentation slides, polls, and interactive quiz games that enhance the learning experience. These results are supported by previous research from Bindiya & Fediyanto (2023), which states that Quizizz is an online assessment tool that provides a user-friendly and engaging experience, enabling flexible and convenient student evaluations regardless of time and location. Additionally, in the book *Classroom Engagement Games* (2024), Quizizz, a gamified approach that incorporates review quizzes with a game show twist, effectively captures students' attention and makes revising content lively and engaging. By transforming mundane revision into dynamic competitions, educators can foster an environment where students are excited about participating and motivated to excel. Overall, the positive perception is that students perceive Quizizz as an engaging tool that enhances their motivation by making learning more interactive and enjoyable.

The average percentage of students' perception of honesty and fairness in Quizizz falls into the good category, as indicated by the questionnaire, which consists of four questions. This means students agree with the statements. This is reinforced by a statement from Akhtar et al. (2019), who note that Quizizz displays real scores and ranks each student based on their performance in answering the questions. The platform's features, such as randomized question orders, time limits, and anti-cheating measures, help create a level playing field for all participants. Tiong & Lee (2021) emphasized that time limits and randomized questions in digital assessments help maintain fairness by preventing students from sharing answers.

These results are supported by previous research from Meliana et al. (2023); Quizizz randomly assigns questions to each student, reducing the likelihood of cheating and collaboration among classmates by ensuring each student receives a different set of questions. Additionally, in the book, Lidice & Ece (2023) stated that questions are given randomly by Quizizz, and the design of assessments plays a critical role in promoting honesty, as clear guidelines and fair competition motivate students to perform their best without resorting to cheating. Overall, students perceived honesty and fairness in Quizizz as crucial for a positive learning experience. Then, honesty and fairness in Quizizz play a key role in enhancing their engagement, motivation, and academic integrity, making it a valuable tool for modern education.

The average percentage of students' perception of honesty and fairness in Quizizz falls into the good category, as indicated by the questionnaire, which consists of five questions. This means students agree with the statements. This is reinforced by a statement from Rahayu and Purnawarman (2019), who noted that quizzes allow students to review the questions they have answered, enabling them to quickly identify the correct answer and understand the material's explanation. The interactive and game-based features of Quizizz, such as engaging quizzes and instant feedback, enhance students' engagement and motivation. According to Sitompul et al. (2023), using Quizizz as a learning medium in higher education actively increases student engagement and improves their independence and self-regulation in the learning process.

These results are supported by previous research from Hoang (2024), who stated that Quizizz is flexible in terms of allowing students to reattempt questions, with additional features such as redemption questions, after their first failed attempts, enabling them to review lessons more effectively and improve their performance. Additionally, in the book *Classroom Engagement Games* (2024), knowing instantly whether an answer is correct or incorrect helps students identify areas where they need improvement and reinforces correct information. Moreover, Quizizz helps students better understand the material being taught. Through practice questions presented in interactive quiz formats, students can identify areas that need improvement and deepen their comprehension of the subject matter. Overall, students perceive Quizizz as a helpful tool for understanding English material, as its interactive quizzes make learning more engaging and reinforce their comprehension through immediate feedback.

The average percentage of students' perception of teachers' creativity using Quizizz falls in the good category, as indicated by the questionnaire, which consists of four questions. This means students agree with the statements. This is reinforced by a statement from Mukhtar et al. (2019), who note that Quizizz allows teachers to create their quizzes for use in the teaching and learning process. It means that the teacher can design Quizizz, allowing them to showcase their creativity and apply the quiz as an assessment to gauge students' ability after learning. This application not only benefits students but also teachers. According to Sitompul et al. (2023), a

teacher's ability to integrate technology creatively can improve students' critical thinking skills and encourage active participation.

These results are supported by previous research from Hoang (2024); while the teachers using Quizizz the learners extra fun as they engage in gamified learning and assessment activities, classroom teachers can collect evidence about their learners' performance and keep track of their progress with the aid of technological features inherent in gamification platforms for easy storage and convenient retrieval of data. Additionally, according to Mulyadi et al. (2019), the effectiveness of using Quizizz largely depends on teachers' creativity in designing interactive and engaging questions. This shows that teachers' innovative use of Quizizz features can create a more enjoyable learning experience for students. Overall, students perceive teachers' creativity in using the Quizizz application as a key factor in making lessons more engaging, interactive, and enjoyable, which helps them stay motivated and better understand the material.

The average percentage of students' perception of Quizizz question types in the 'good' category, using a questionnaire with six questions. This means students agree with the statements. This is reinforced by a statement from Zuhriyah & Pratolo (2020), who note that the development of this digital supplement utilizes the Quizizz application, which is user-friendly and equipped with various features that enhance its effectiveness as a learning medium. These features include multiple-choice questions, fill-in-the-blank exercises, and accurate/false assessments. The flexibility in selecting question types allows educators to tailor the material according to students' needs and levels of understanding, creating a more effective and enjoyable learning experience. According to Amalia, D. F (2020), using diverse question types in Quizizz helps students stay focused and improves their concentration during tests.

These results are supported by previous research from Heriyawati and Elfiyanto (2023), which found that during the teaching-learning process, teachers posed a few questions. Once the pupils have rotated the code to show their solution, the teacher will scan it using the Quizizz app on a smartphone. As a result, they can actively respond to the presented. You can ask students questions and instantly view their responses and scores. Additionally, Chen (2022) stated in the book that Quizizz activities are designed to make learning more interactive and varied. Overall, students perceived that the variety of question types offered by Quizizz increases students' engagement and motivation, helps them stay interested, and improves material comprehension.

The average percentage of students' perception of Quizizz live modes and online reports in the 'outstanding' category, as indicated by the questionnaire, which consisted of six questions. This means students strongly agree with the statements. This is reinforced by a statement from Dewi et al. (2022), which states that Students can monitor their progress as well as their peers' performance through an interactive leaderboard. The media presentation remains engaging, as the ranking system displays students' positions for each question, enhancing motivation and participation. According to Sitompul et al. (2023), live mode features in Quizizz allow students to participate in real-time and view their rankings on the leaderboard, encouraging healthy competition and active participation.

These results are supported by previous research from Meliana et al. (2023); the online reports feature provided by Quizizz makes it easier for educators to monitor and analyze students' performance. Each quiz session automatically generates detailed reports that provide insights into students' quiz results, enabling teachers to identify areas for improvement. Additionally, in the book Classroom Engagement Games (2024), Quizizz, a digital platform, often includes features like leaderboards that can inspire students to perform better. Earning badges for achievements can also give them a sense of accomplishment. This means that students perceived Quizizz's live modes and online reports as valuable features that enhance engagement during quizzes and provide instant feedback to track their progress effectively.

It can be concluded that students respond positively to the Quizizz application. Students of MAN 2 Banyumas liked the Quizizz application for formative assessment. Students show high enthusiasm and engagement as a medium for the formative evaluation. Then, students perceive Quizizz as an engaging tool that enhances their motivation by making learning more interactive and enjoyable. Students perceived honesty and fairness in Quizizz as crucial for a positive learning experience. Students perceive Quizizz as a helpful tool for understanding English material, as its interactive quizzes make learning more engaging and reinforce their comprehension through immediate feedback. Students perceive teachers' creativity in using the Quizizz application as a key factor in making lessons more engaging, interactive, and enjoyable, helping them stay motivated and better understand the material. Students perceive that the variety of question types offered by Quizizz increases their engagement and motivation, helps them stay interested, and improves material comprehension. Students perceived Quizizz's live modes and online reports as valuable features that enhance engagement during quizzes and provide instant feedback to track their progress effectively. Therefore, it can be concluded that students' perception of the Quizizz application for formative assessment at the 10th grade level in MAN 2 Banyumas is a reasonable classification, which means their perception is generally accurate. However, minor errors or limitations in understanding may occur.

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