

TEACHERS' PERCEPTION TOWARDS THE USE OF QUIZIZZ IN ENGLISH EDUCATION DEPARTMENT AT UIN ALAUDDIN MAKASSAR

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ABSTRACT. The aim of this study is to examine the teachers' perception of using Quizizz in English Education Department at UIN Alauddin Makassar. This research was carried out by using descriptive qualitative method. The data were collected by using interview, especially semi-structured interview. The subjects of this research were two teachers of English Education Department. They were selected purposively in order to take a valid data and information. The results of this study indicate a positive perception based on the three indicators adopted, such as teachers' knowledge, teachers' emotion and teachers' motivation. Overall, the researcher found that the respondents have a positive perception about Quizizz. They stated Quizizz as interactive and interesting application, they feel satisfied while using Quizizz to give students assignment and they have a desire to increase their knowledge about Quizizz. Quizizz can be used as a learning media as well as assessment media. Therefore, the respondents of this research mainly apply Quizizz to give quiz to students. Thus, the implication of this research is Quizizz can be used both as learning and assessment media in order to support learning and teaching process. However, teachers should consider the stability of internet connection before applying Quizizz in their class.

Keywords: Game-based learning; Quizizz; teachers' perception

A. INTRODUCTION

The development of technology has been increasing rapidly. This technological development can be utilized in various sectors including the education sector. The use of technology in education can be seen in the use of media in the teaching and learning process. Teachers can use a Microsoft power point to show material to the students or create an interesting quizzes using digital game based learning such as Quizlet, Edupuzzle, Kahoot and Quizizz (Rahayu & Purnawarman, 2019).

By the development of technology that brings many benefits and conveniences, it does not escape the negative impacts. Many students spend their time accessing online games or using too much social media which results in a lack of intensity in their learning time. In line with the statement of Hakim & Raj (2017), students often delaying doing tasks, experiencing insomnia or difficulty sleeping, impaired eye health of the subject, the decline in subject learning achievement because when they are busy playing the internet the subject feels lazy to study. Therefore, teachers need to adapt and utilize this technology to support the teaching and learning process. One of the ways is using digital game-based learning.

The primary goal of implementing learning-supportive technology is to help and improve students' educational outcomes (Adipat et al., 2021). Using digital game-based learning is a new advancement that can be very useful in education, particularly in the teaching and learning process.

Research about the implementation of Quizizz in learning process has been widely conducted recently. Zuhriyah & Pratolo (2020) uncover that students consider Quizizz as an attractive tool which can make them encourage their confidence, increase their motivation and improve their skills. Asria et al., (2021) found that Quizizz can be used to evaluate learning outcomes since the students were enthusiastic in participating the evaluation. Sitorus & Santoso (2022) investigated also about Quizizz and found that the students enjoy in learning using this platform since it is fun, not rigid and free.

Therefore, it is important to investigate how the teachers' view and the challenges may face by teachers while applying game-based learning in the class with the hope. Besides, this study aims to discover the strengths and weaknesses of the use Quizizz based on teachers' perception and particularly, as a recommendation of media that can be used in the future if the researcher becomes a teacher one day. This research can certainly be a recommendation for teachers in considering the use of digital game-based learning in their teaching and learning process. It is expected that this research will be useful for helping teachers to get more information and opinion about Quizizz, an online application that provide both learning and assessment tool.

B. LITERATURE REVIEW

Teacher's Perception

The word "teacher" has *the* different meaning. According to Juhari & Hakim (2018), teacher is an honorable profession which involves all abilities, intellectual, emotional, and spiritual. Based on Cambridge Dictionary, perception is a belief, thought, or opinion, often held by many people and based on how things seem, appearance, and etc. Goldstein et al., (2007) contended that perception is a conscious sensory experience that occurs when Ellen's brain transforms the electrical signals that represent the moth into her experience of seeing the moth.

Thus, it can be concluded that teacher' perception is teacher personal view about something. Teacher' perception is the process of perceiving or how to understand relevant information for provide important insights. Perception about one teacher with another teacher

is different depending on experience and knowledge teacher has.

Nurhayati & Samiati (2018) divided teachers' perception into three indicators as follow:

a. Teachers' Knowledge

There are two main points of teachers' knowledge such as; teachers' knowledge and teachers' purpose. This indicator aims to determine the extent of the teacher's knowledge about the application of digital-game based learning they use in the teaching process and the goals to be achieved by using the application.

b. Teachers' Emotion

Teachers' emotion can be divided into two points; teachers' satisfaction and teachers' anxiety. This indicator supposed to determine the feelings of teachers in using digital-game based learning applications. This feeling can be in the form of a sense of satisfaction or pleasure in applying the application to students as well as the concerns that the teacher may feel when applying the application.

c. Teachers' Motivation

Filgona et al., (2020) explained that motivation is what drives a person to learn, act, understand, believe, or acquire new skills. They also stated that motivation is the other way to satisfy the individual's need. Besides, Huizenga et al., (2017) inferred that motivation to learn is when students have a favorable attitude toward the game's content or the school subject in which it is used, e.g., the increase of students' interesting and understanding toward the subject.

Furthermore, the teachers' motivation classify by Nurhayati & Samiati, (2018) are the teachers' willingness and readiness for applying media in the learning and teaching process. This indicator aims to determine the follow-up and preparation of teachers in teaching using digital game-based learning applications.

Digital Game-Based Learning

Digital game-based learning is a type of game-based learning that is enabled by technology. Digital game-based learning combines educational content with a computer or video game and can be used in almost any subject or skill level. According to proponents of digital game-based learning support, it provides learning opportunities that engage students in interactive interactions and help prepare them to participate in globalization, technology, and public policy.

Due to the development of technology, digital game-based learning is applied in the teaching and learning process. Digital game-based learning is used as an educational game toward teaching

and learning tool in some subjects, such as mathematics, science, history and language learning Mat Zin et al., (2009). According to Rahayu & Purnawarman (2019), there are several kinds of digitalgame-based learning that can be used in supporting learning and teaching process suchas Quizlet, Edupuzzle, Kahoot and Quizizz.

Quizizz

Quizizz application is an application that can be used both as learning tool and assessment tool. Quizizz is a type of digital game that is a fun multiplayer classroomactivity that allows all of your students to practice together using a computer, Ipad,tablet, or Smartphone (Mei, 2018). Nevertheless, before available to create a learning tool and assessment tool in the platform, it requires to create an account to get access to the platform.

There are several features that really helpful in Quizizz. Rahayu & Purnawarman (2019), mentioned those features such as timely feedback, review section, repeat the test, and take a new quiz. Quizizz can be used to create multiplechoice questions with 4 (four) answer choices with one of the choices being the answer to the question, open-ended questions, or others. If the teacher makes questions that require pictures, tables, graphs and so on, this application allows for that. After the questions have been compiled, and are ready, then the questions canbe distributed to students by informing them using 6 (six) number codes that appearautomatically when questions distributed to students.

Rahayu & Purnawarman (2019), stated that Quizizz is an excellent online evaluation tool that can help students to see not only their understanding but also their progress in acquiring knowledge of English. Additionally, this application will inform the analysis of questions; Knowing the questions answered correctly by students and questions answered incorrectly by students. The teacher will get information on the student with the highest score. Theadvantage of this application is that it can be used outside of school hours, for example homework. If this application is used to create homework assignments, then the processing time limit can be set. The questions in this application can be randomized so that if they are used for a test, the chance of cheating can be minimized (Salsabila et al., 2020). At last, the use of Quizizz is beneficial to increase students' motivation in classactivities and trigger students' interest in the material being taught (Amalia, 2020).

There are two features of Quizizz that the researcher described below:

a) Learning Tool

Learning tool is one of the features of Quizizz that help teacher show material to the students. This learning tool is called a lesson in the Quizizz. In the lesson, teachers can create slides about material that will give to the students combine with multimedia and quiz as well. Quizizz can be used as good and fun learning strategy without losing essence of learning and teaching process directly (Salsabila et al., 2020).

b) Assessment Tool

The second feature of Quizizz is an assessment tool called quiz. In this feature, teacher can create a quiz with several types such as; multiple choice, fill in the blank, open ended question, and etc.

C. METHOD

The purpose of this research is to describe the teachers' perception on the use of Quizizz. Based on the general purpose of the research, this study classified as the qualitative descriptive research that describes the phenomena which happen at the English Department in case of the use digital game-based learning application in teaching and learning process. Therefore, the method in this research is a descriptive method with qualitative approach. There are two teachers of English Education Department at UIN Alauddin Makassar as subjects in this research. Purposive sampling was used to determine the subject of this study. The subject of this research was taken because they had experience using Quizizz and the frequency with which they used Quizizz was quite frequent. In collecting the data, semi-structure interview in collecting was used. The instruments used in this research is adopted from the research by Nurhayati & Samiati, (2018). The total number of instruments in this research is ten questions which divided into three indicators, where numbers 1-4 are parts of teachers' knowledge, numbers 5-7 are parts of teachers' emotion and numbers 8-10 are parts of teachers' motivation. The data were analyzed in three phases, they are data condensation, data display and drawing conclusion.

D. FINDINGS AND DISCUSSION

Findings

Perception is the experience of objects, events, or relationships gained through inference and message interpretation. According to Nurhayati & Samiati, (2018) the perception of teachers can be classified into three parts such as teachers' knowledge, teachers' emotion and teachers' motivation. This research aimed to explore teachers' perceptions toward teacher knowledge of

Quizizz, what teachers' felt while apply Quizizz for students and the teachers' motivation and the willingness in the future inuse Quizizz. The results of this research can be seen as follows:

1. Teachers' Knowledge

In this section contains how the teacher's view on Quizizz which includes the effectiveness of using Quizizz, the use of features commonly used by teachers. Therefore, the researcher presented the results of interviews from the respondents below.

All teachers in this research had good understanding about Quizizz. Both of them thought that Quizizz is an attractive application to create a quiz for students. Thus, the students can enjoy the assessment process because the media that used is very interesting. The complete description of the teachers' knowledge can be seen as follow:

Teacher A : "Quizizz is an application that is very interesting and like using a game even more because it has many features. For example: multiple choices, fill the blank and etc. Besides, the score of students after doing the quiz can appear immediately, especially if I activate the feature of giving compliments/memes. I think it is more effective and efficient than I use paper-based test."

Teacher B : "I think Quizizz is an interesting application to give students quiz in online learning. Actually even offline learning Quizizz still can be used but I prefer using Quizizz in online learning."

Teacher A stated that Quizizz is very interesting. It is because the display of this application is very colorful that can make students enjoy the quiz, and there are some features that can be used such as live ranking that can show a rank of students after submitted their answer, and there are several types of test that can be used to deliver test to the students such as, multiple choice, fill the blank, open-ended, match, and etc.

The teachers were also asked about how long they have using Quizizz, the answers were explained below:

Teacher A : "I have been using Quizizz for a long time even before the pandemic. Usually I use Quizizz to give an introductory quiz before starting class."

Teacher B : "I use Quizizz since entering the pandemic, before the pandemic I usually use the Kahoot application. However, during the pandemic because they have to study online, one way to give quizzes to students is to use Quizizz."

The statement from the respondents above shows the difference in the length of time they use Quizizz. Teacher A showed her consistency in using Quizizz both before entering the

pandemic and during the pandemic still using the Quizizz application. while Teacher B, using Quizizz during the pandemic or the implementation of online classes, before the pandemic, she used the Kahoot application.

Furthermore, the teacher were asked whether they used the two main features of Quizizz, namely the learning and assessment tool and both answered that they only used the assessment tool feature. Below is the additional question and answer given by researcher because they are claimed that they never use other feature of Quizizz.

Teacher A : “I have never used the learning tool feature. I do not know in the future, it seems that for learning media I prefer to use LENTERA instead of quizizz to deliver material to the students because it is more familiar tome. Moreover, if I take Quizizz, I have to study further and educate students and it will be more complicated.”

Teacher B : “I only use the assessment tool feature (give quizzes), fill out questions or multiple choices. I have never used the learning tool feature becauseI only use this application to give quizzes to students. I also have not thought about using Quizizz during offline learning due to the networkon campus is less stable.”

Additionally, it was found that both teachers view about Quizizz is effective media for giving students quizzes. Therefore, both of them just focus to use the assessment tool of Quizizz rather than a learning tool, because there are several type tests of Quizizz that teachers can use such as multiple choice, fill the blank, and etc. They claimed that they have other media to deliver material to the students. Besides, they are not familiar with learning tool of Quizizz.

The last point of this section is the expectation or the main reason teachers decide to use the Quizizz application in the midst of many applications that offer similar features.

Teacher A : “What sets Quizizz apart from other apps is its game-like usage. With so many features available, Quizizz becomes very attractive to use”

Teacher B : “The main reason I used Quizizz was because at that time, it was very difficult for me to give students quizzes directly. In addition, if I give students a quiz via WhatsApp or manually, it will be very difficult for me to check the quiz. If I use Quizizz, the results come out right away and it's easier. I just enter the questions then the students answer the questions and the results come out right away. So this Quizizz makes iteasier for lecturers to check quizzes and students can also take quizzes anywhere.”

Based on the answers of the two teachers, it can be concluded that the reason they use Quizizz is because Quizizz's features and displays stand out from other applications.

2. Teachers' Emotion

This section consists of the data based on emotion of teachers, such as their satisfaction,

worried and inhibition might face by teachers during implementing Quizizz in the class.

a. Teachers' satisfaction about the implementation of Quizizz

Both teachers were satisfied with the use of Quizizz in the classroom as an assessment medium because it was very effective and made it easier for the teacher to check assignments or quizzes as well as the features of Quizizz.

Teacher A : "Related to the features, I am very satisfied. I can add some picture to make students easier to understand the question. However, there are some features that are paid. For example, if we want to make a question and the question is taken from the previously available quizzes, the paid ones cannot be copied and pasted directly. Besides, if we want to add video and audio the account must be premium or paid."

Teacher B : "Yes, satisfied. Because it is very easy to use and the quizzes that I have made can be saved to use later."

Teacher A said that teacher can insert a picture to make a clear explanation to the students as it can see in the figure above. Based on the explanation above, it can be concluded that teachers were satisfied using Quizizz in the class especially as an assessment tool because there are several features that can be used and make easier for teachers.

b. Teachers' anxiety toward the implementation of Quizizz

The moment teachers give students quizzes using Quizizz, they usually worried about how students stay honest in doing questions and quizzes. In this case, the two teachers interviewed had different views regarding whether using Quizizz could reduce students' cheating behavior.

Teacher A : "To reduce the behavior of students who like to cheat actually depends on the teacher. For example, if we say the person who collects the fastest and correct, then he will have the highest score. In addition, the Quizizz application can detect how many attempts to answer the question when it collects. So, we also need to convey to students that the value of these questions only or quizzes is not measured by the points they get or how quickly they collect them, but also by one try, good grades, and fast collection. From there students can reduce the cheating behavior."

Teacher B : "My concern is I cannot control the student what he or she does behind the quiz. In addition, I also had an unpleasant experience where there was a student who had used another/fake account to enter the Quizizz whose name was not on the student list but he participated in the quiz. There is a gap for students to cheat in doing the quiz."

The teachers have different opinions, where teacher A feels less worried about the behavior of students who might cheat. On the other hand, teacher B considers that there is a gap for students to cheat using other devices.

c. Teachers' Obstacle

The description below is about what kind of obstacle most faced by teachers and how teachers deal with it. All teachers have the same answered about their obstacle such as unstable network.

Teacher A : "Of course, unstable network is a main obstacle. Usually the student's work on the quiz is repeated, or when sending is not sent or takes too long to load while the time has been determined. So, usually I add the quiz submission deadlines until all students are seen submitting their assignments on the link provided."

Teacher B : "The main obstacle is the signal is less stable. Because in using the internet, each student's network is different and we also don't support their network. So in response to this, I usually give an extension of time for quizzes. For example, if I teach in the morning, the quiz can be accessed until the evening. So I make adjustments to the processing time."

Based on the description above, one of the weaknesses of Quizizz is that it can only be used in a stable and adequate network condition so that if it is not fulfilled there will be side effects that result in disruption of work on Quizizz.

3. Teachers' Motivation

a. Teachers' Readiness

Both teachers shared the same answer about whether they have special preparation by applying Quizizz in class. Each teacher said that there was no special preparation because they only used one feature, namely the assessment tool. So the preparation is only limited to making questions and then entering them into the Quizizz application to then be given to students.

Teacher A : "First, prepare questions and then enter them in the Quizizz application."

Teacher B : "There is no special preparation, just make a question then the question is entered into the Quizizz application."

Both teachers said that they are not preparing special stuff before entering class in using Quizizz. This is because teachers only use one feature of Quizizz, which is the feature of giving quizzes to students.

b. Teachers' Willingness

All the teachers shared the same answer that they were eager to participate if there is seminar or training about Quizizz. Teacher A said that she will very disposed to join the seminar about

Quizizz because it will add insight into the use of Quizizz features.

Teacher A : “Yes, I will be ready to join the seminar or training about Quizizz.”

Teacher B : “Sure, if the features discussed are features that I do not know about. Thus, maybe if there is training about a whole feature of Quizizz, I might be interested in participating in the activity.”

From the teachers’ statement above, it can be concluded that they are willing to take training on Quizizz to learn more about the features that exist in the Quizizz application.

Beside the data presented above, there are several additional questions that researcher given to the respondents. The first is about any funny or memorable incidents during teaching using Quizizz application both online and offline.

Teacher A : “If it is a funny experience, I never experienced. Therefore, there is an impressive experience, students like to use Quizizz. When I use googleform, they will complain and say "mam just use Quizizz mam, because it's so fun!" especially if I activate the praise feature when the answer is correct, for example "you are good" "you are excellent" then a cartoon image appears. They will feel excited because it feels like using the game. However, the drawback of Quizizz is that when making long- answer questions, it cannot be judged unless it provides keywords. For example, in the answer there is already a predetermined keyword, and then it can only be assessed”.

Teacher B : “As long as I make quizzes/questions on Quizizz, it is no problem from me. Therefore, I was experiencing several bad experiences as unstable network connection that make students hard to access the quiz. In addition, usually when I enter a picture in a quiz and the student's signal is not good then they cannot see the picture. Usually there are also students who cheat by logging into the web twice to see the questions or quizzes that will be done. While the funny experience, I have never experienced”.

The question above is stated in order to find out the other side of the teacher's experience in using Quizizz. Based on the explanation of teachers above, it can be concluded that both teachers did not have any funny moment while applying Quizizz in the class. Therefore, teacher A stated that her students very excited to use Quizizz compared to other application. While teacher B stated that she personally did not have any problem using Quizizz but the students usually have obstacle in access Quizizz.

The teachers were asked before whether they knew the two main features on Quizizz or not and they answered that they only knew the features of the assessment tool. Then, they were

asked again whether in the future they want to use the learning tool feature.

Teacher A : “I do not have any plan of it yet. Therefore, I prefer to use LENTERA instead of quizizz to deliver material to the students because it is more familiar to me.”

Teacher B : “Because now learning and teaching process is back offline, so I only use quizizz once or twice not as often as during the pandemic. Moreover, the network on campus is not very supportive.”

As described above, the second teacher does not yet have the intention and plan to use the learning tool features to provide material to students. This is because teachers are satisfied with using web learning from campus and also the situation is slowly returning to normal again which no longer requires teachers to bring material online.

Discussion

Quizizz is a new approach in learning and teaching process. It is an online learning tool that lets teachers make and distribute video, quizzes, and flashcards to their students. Therefore, many teachers use Quizizz when COVID-19 pandemic, such as in the statement that Teacher B only used Quizizz at the time of the implementation of online learning, which was different from Teacher A who had used Quizizz for a long time to give quizzes to students, namely before the pandemic/online learning. From the results of the interview, it can also be concluded that the Quizizz application can be used both in offline learning and online learning.

This research supposed to explore teachers' perception of using Quizizz in English Education Department at UIN Alauddin Makassar because most of teachers still not use a technology to give students quizzes while using media based technology can help students enjoy doing their quizzes it is in line with Salsabila et al., (2020) said that students can sense learning that is not overly heavy in thinking about answers in addition to completing tasks because the Quizizz program has a fresh look and is filled with enjoyable activities. A game cannot be separated without its inventive, interesting, adventurous, and creative components, which can encourage each learner to study in a favorable way.

Based on the explanation of the findings above, it can be concluded that the teachers showed most positive perception toward the use of Quizizz as a media to give students an interactive quizzes. Besides, there are strengths and weaknesses that researcher found from the findings above.

1. Teachers' Knowledge

The strengths of Quizizz based on teachers' perception can be seen in the first indicator, teachers' knowledge. Both teachers said that Quizizz is an interesting and fun application to give students quiz or exercise. Sitorus & Santoso, (2022) in their research mentioned that there a total of 27 research respondents said that the use of quizzes was learning becomes fun and not boring. It was said by students that when doing assignments or quizzes they feel like they are playing a game so students are enjoy doing the quiz.

Besides the strength that both teachers' mentioned in this section, they also stated the weaknesses such as never using other feature of Quizizz, learning tool. Both teachers prefer to use other media to give students material because they are not familiar to this feature.

a. Teachers' Emotion

It was found that teachers A mentioned the strengths and weaknesses of Quizizz at the same time. First, she mentioned that she satisfied using Quizizz because she can add some picture to show students and it can help students easier tounderstand the question and find the answer. This is in line with Sitorus & Santoso,(2022) in their research that, there is audio visual that is displayed help students to focus and calm in answering quiz. Therefore, the audio can use if teachers buy a Quizizz premium.

Teachers A stated that there some features are paid such as displayed an audio and using quiz that exist in the application. Aside from the features that paid as the weaknesses of this application, teacher B stated that the features of Quizizz is very easyto use as the teacher B did not have longer experience in using Quizizz then teacher B. According to Zhao (2019), Quizizz is simple to use; using it for in-class activities is enjoyable, aids in reviewing the information, and piques their interest in learning.

In addition, both teachers also explained about their anxiety while usingQuizizz to give students quiz, especially in cheating. Teacher A mentioned that it depends on the teacher what kind of score they wanted to see, for instance the fastest, the correctness, etc. while the teacher B said that there might a chance for students cheating using another device. However, teacher A & teacher B agreed that they are satisfied using Quizizz because of the feature.

b. Teachers' Motivation

The teachers were asked about two main points. The first is about their preparation before entering class and their willingness to learn more about Quizizz to improve their

knowledge about Quizizz itself. There is no special preparation before giving students a quiz with use Quizizz, it is because the use of Quizizz is very easy and makes it easier for the teacher. Both teachers have the willingness to join a seminar or training about Quizizz to improve their knowledge about Quizizz, the features and how to maximize the usage of Quizizz in the field of education.

From the data above, it was found out that the views of the two teachers are almost similar regarding the use of Quizizz. For example, the two teachers both did not use one Quizizz feature, namely the learning tool because they were still comfortable using other teaching applications. Thus, they only use the Quizizz feature to give quizzes to students.

Moreover, the researcher also found several opinions between one teacher and another, because the length of time they used Quizizz was different. For Instance, teacher A who used Quizizz before covid-19 pandemic until now. While teacher B used Quizizz only during the pandemic and now it is rarely.

Based on the explanation above, it can be concluded that the strengths of Quizizz according to the respondents are; the display of Quizizz that attractive like a game can increase students interest while doing their quiz, there are some features that teachers can use in order to add an attractive impression to the quiz, and the easy way to mark students' work/ assignment. Besides the strengths, there also the weaknesses of this application such as; there are several features and quizzes that cannot be used because they are paid, internet connection that must always be stable, and students might use another device to try answer the quizzes. Furthermore, in line with Asria et al., (2021) there are some features of Quizizz offered such as timer feature or fast time in answering, emoticons or response images (memes) when students work on questions and receive answers, a rank feature for students who answer questions correctly, and also a ranking system that creates a competitive atmosphere in doing their quiz. Besides, it also supports the findings of Abubakar & Tsuraya (2021) that internet connection must be one of the consideration of the teacher in selecting the platform to facilitate learning in online mode, as well as the online application used.

E. CONCLUSION

Based on the explanation in above, it was found that the teachers' perception of using Quizizz in English Class at UIN Alauddin Makassar was positive which means that they have

good perception toward Quizizz. This can be seen in the first indicator, teachers' knowledge where the teacher gives his opinion regarding Quizizz as an interesting and interactive application to give assignment to students. In the second indicator which is teachers' emotion, teacher mentioned that Quizizz is one of the easier applications to give students assignment. Both teachers also stated that they are overall satisfied with the use of the features and types of tests available in Quizizz. The last indicator, teachers' motivation is about the willingness of teachers in the future to learn more about Quizizz. The teachers have a desire to learn more about Quizizz seen from the statement that both of them wish to attend seminars or training about Quizizz. So, it is clear that Quizizz may be used as a tool for assigning homework to students, but it also needs to take into account a number of factors, including networks and the learning environments of the students. The teacher also must consider the use of Quizizz as evaluation material. In using this application, the teacher must pay attention to several things that students may experience while using Quizizz, such as the network which can be an obstacle, and tightening the student login process which can become cheating behavior.

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