Quizizz Learning Media Development in Social Studies Subject

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ABSTRACT

The purpose of this research is to determine the feasibility of developing Quizizz learning media in social studies subjects at Tahfidz Madani Pasir Pengaraian Middle School. Besides that, this research will also produce learning media that have been tested for their feasibility level through validation by material experts, media expert validation, and validation learning experts and tested on 32 students in the school. This research is included in Research and Development (R&D) development research, namely research to develop learning media that will produce a product. The data analysis technique used is descriptive, which will be used to determine the feasibility of learning media. The data collected is in the form of quantitative and qualitative data; the instrument in this study is a Likert scale questionnaire; and the development design that will be carried out in this study is Analysis, Design, Development, Implementation, and Evaluation (ADDIE), which has five stages. Based on the results of media development, it was found that the results of the validation of material experts obtained an eligibility percentage of 85%, the eligibility percentage of media expert validation was 90%, validation from learning experts obtained an eligibility percentage of 82.8%, and finally, after being tested on students, a percentage of 90.18%. Based on the validation results of material and media experts, learning experts, and the results of trials on students, it can be concluded that Quizlet learning media is very suitable for use as social studies learning media.

Keywords: Quizizz, Learning, ADDIE, Media Development.

INTRODUCTION

The world which is increasingly filled with scientific developments is very supportive of the creation of the latest technologies which mark one of the signs of the progress of the times at this time. Science and technology have now entered every field to facilitate work, shorten time, and attract attention, including in the field of education (Lestari, 2018). Technology changes many things in education, digital technology is used as a means to support the learning process as a means of information and as a learning support tool (Selwyn, 2011). The development of this technology is certainly not completely perfect because technology is also a human creation. In its development in the world of education, learning media is the thing that has felt the most changes because of this technological advancement, IT-based interactive media is considered very appropriate to use because it contains a combination of audio and visual or in other words a combination of images, sounds, and interesting videos, considering in the classroom many children have different learning styles, so this media can increase learning activities, but when viewed from a different angle the use of technology that is not on target for children at school has a very fatal impact. Therefore, its use still requires the guidance of adults such as parents or teachers when at school. In recent years, several schools have allowed students to study using smartphones, meaning that the government fully supports learning using and utilizing this technology, but no matter how great technology is, it will not be able to replace the role of a teacher who can educate and teach with compassion and sincerity.

Learning media is a means of communication that usually uses technology to carry messages and is used for learning purposes. Learning media does not have to use technology, the use of conventional media is just as good because the use of media is always closely related to the creativity of the teacher who conveys the material. The use of media can improve the quality of learning (Fatahillah et al., 2021). There are many forms of learning media, both online media and offline media (Nurhairunnisah, 2018) and both are very useful for the learning process of students. Learning can also be said to be a tool that facilitates and assists teachers in presenting material that can amaze so that in the end students are interested in actively participating in lessons and make it easier for students to understand the material (Salsabila & Aslam, 2022), this can achieve learning goals effectively and efficient and clarify the delivery of learning (Audia et al., 2021). Through the media, creative and innovative, comprehensive, and enthusiastic learning will be obtained by students in creating a pleasant atmosphere (Simonson et al., 2020).

One of the interactive media that has superior features is Quizizz. This application is a learning medium that has game features and can be used as an interactive medium so that the class has a new learning atmosphere. The advantages of Quizizz lie in that the questions presented have a certain time limit for completion, have their presentation slides, and have a paper mode feature where later each student will get their own QR code but in printout form, then the paper is used for answer questions that have been provided with features like this that other applications don't have, don't forget the next advantage is that this application is not paid so all features can be used by simply creating a Gmail account.

METHODS

This research is included in R&D development research, namely research to develop learning media. The development research method is a method that will produce a product, the R&D development method is also a process of steps to develop an existing product, the product can be in the form of hardware such as books and modules, and the form of software such as data processing, learning classes through applications and others. The test subjects in this study were teachers/educators and class VIII students in the subject of inter-regional/inter-island trade at Middle School Tahfidz Madani Pasir Pengaraian. In this study, it will be tested on 32 students. The data analysis technique used is descriptive which will be used to determine the feasibility of the learning media. The data collected is in the form of quantitative and qualitative data. The instrument in this study used a Likert scale questionnaire (Candra et al., 2023).

The development design that will be carried out in this study is ADDIE (Marni et al., 2022), this development model has several stages, namely 1) Analysis, which is the stage of work analysis and needs analysis. in the first stage the analysis was carried out to find out and classify the problems faced in schools related to the learning media used in schools so far, then find out what the right solution is to fix it; 2) Design, namely designing instructional media using technology, after this stage is completed, proceed to the development stage. This activity is a systematic process starting with setting goals, designing teaching and learning activities, and designing materials and evaluations; 3) Development, at this stage the development of a framework which is still in the form of a concept is then realized into a product; 4) Implementation, doing direct practice during the learning process, involving students and knowing how students respond to the learning media they have just gone through; and 5) Evaluation Based on the results of the

implementation, things that must be revised are obtained. Then the final revision of the product to measure the achievement of product development goals (Chandra et al., 2021).

Table 1. Category score

Category	Score
SB (Very Good)	5
B (Good)	4
C (Enough)	3
K (Less)	2
SK (Very Less)	1

Determining the results of the percentage score of the assessment uses a calculation formula adapted from the educational statistics book by Anas Sudijono, namely:

Information:
P   = percentage number or rating score
f   = frequency that the percentage is being searched for
N   = total frequency/maximum score

The Likert scale Table 1 determines the percentage of the results of the assessment of whether or not the product is feasible to be used as learning media. By using the eligibility standards as in the following Table 2 below.

Table 2. Feasibility scale

Eligibility Score	Criteria
0 – 20%	Not feasible
21% - 40%	Less Eligible
41% - 60%	Decent Enough
61% - 80%	Worthy
81% - 100%	Very Worth it

RESULTS

3.1 Feasibility of graphic media

Material expert validation

Table 3. Material expert validation

No	Indicator	X	Xi	Validation Criteria
1	Suitability of media content with KI, KD and indicators	4	5	80%
2	Confused presentation of the material	4	5	80%
3	Compatibility of examples with material	4	5	80%
4	language suitability	4	5	80%
5	Media can involve student interaction	4	5	80%
6	Media supports students to learn independently	4	5	80%
7	the developed media is suitable as a learning media	5	5	100%
8	Clarity of the material presented	5	5	100%
Amount		34	40	-

Source: processed primary data, 2023.

Where

X   : Score obtained
Xi   : Maximum Score

Data analysis

$$P = \frac{34}{40} \times 100\%$$

$$= 85\%$$

From the data obtained and after being analyzed, the results obtained from the material validation activities were 85%. This score when viewed on a feasibility scale is included in the very feasible category, so that the material in the developed media is very feasible to apply to learning. From the acquisition of data, it can be seen that 1) suitability of media content with KI, KD, and indicators; 2) a score of 4 out of a total of 5 scores for 7 the developed media is suitable as a learning medium; and 3) the clarity of the material presented gets a score of 5.

Media expert validation

Table 4. Media expert validation

No	Indicator	X	Xi	Validity Criteria
1	Assessment of feasibility aspects of language	5	5	100%
2	Assessment of the feasibility of presentation aspects	4	5	80%
3	Assessment of aspects of media effects on learning	5	5	100%
4	Overall feasibility assessment of media appearance	4	5	80%
	Amount	18	20	90%

Source: processed primary data, 2023.

Where

X   : Score obtained
Xi   : Maximum Score

Data analysis

$$P = \frac{18}{20} \times 100\%$$

$$= 90\%$$

Based on the results of the analysis, the results obtained were 90% and included in the very feasible or very valid category. There are four indicators in which the assessment of the feasibility of the language aspect and the evaluation of the media effect aspect on learning obtains a validity criterion of 100% or obtains a maximum score than for the feasibility indicator of the presentation aspect and the assessment of the feasibility of media display which is assessed as a whole obtains a validation criterion of 80% or a score of 4. This media validation was carried out on class VIII material on international trade at Middle School Tahfidz Madani Pasir Pengaraian.

Validation of learning experts

Table 5. Validation of learning experts

No	Indicator	X	Xi	Validity Criteria
1	Media meets the standard criteria for learning media	4	5	80%
2	The use of media has a practical function	4	5	80%
3	Good media design	4	5	80%
4	Media does not error when used	3	5	60%
5	The media used can increase student learning interest	5	5	100%
6	The appropriateness of the illustrations used in the media	5	5	100%
7	Conformity of the items with the ability of students	4	5	80%
Amount		29	35	82.8%

Source: processed primary data, 2023

Where

X   : Score obtained
Xi   : Maximum Score

Data analysis

$$P = \frac{29}{35} \times 100\%$$

$$= 82.8\%$$

From the data analysis, the results of the validation of learning experts obtained the following results: the media meets the standard criteria for learning media, the use of media has a practical function, good media design gets a score of 4, the media does not make errors when used, gets a score of 3, the media used can increase student learning interest and the suitability of the illustrations used in the media gets a score of 5 and finally the suitability of the items with the student's ability gets a score of 4. The final result after data analysis is 82.8%, so based on the feasibility scale table it is in the very decent category.

Results of student questionnaire analysis on quizizz's interactive media feasibility trial

Table 6. Results of student questionnaire analysis in the quizizz interactive media feasibility trial

Evaluation	Alternative answer weights	fi	fi. xi
	5	202	1010
Quizizz Interactive Media Feasibility	4	97	388
Test Questionnaire	3	15	45
	2	-	-
	1	-	-
Amount		314	1443

Source: processed primary data, 2023.

The total score of the results of data collection is 1443, which is obtained from the sum of all the questionnaire scores answered by students. Thus the feasibility value can be determined by looking for the number of ideal scores. Total ideal score (if each item gets

the highest score), Criteria score 5 x 10 x 32 = 1,600. Where, the highest score for each item = 5, Number of questionnaire items = 10, and Number of respondents = 32.

Based on the range of feasibility values of Quizizz media, the feasibility value of Interactive media from students is 1443, this Value is in the very feasible range even though this value is close to the feasible category. If the feasibility percentage is = 1443/1600 x 100 % = 90.18 %.

CONCLUSIONS

Based on the results of the feasibility of developing Quizizz learning media in social studies subjects, the following results are obtained 1) Obtaining the percentage of eligibility from material expert validation is 85%; 2) Validation from media experts gets a percentage of 90%; 3) Validation from learning experts gets a percentage of 82.8%; and 4) The results that have been tested on students get a percentage of 90.18%. Based on the validation results of material and media experts, learning experts, and the results of trials on students, it can be concluded that Quizizz learning media is very suitable for use as social studies learning media.

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