



Training of Gamified Online Learning for Teachers Through Quizizz

Aisyiah Al Adawiyah ^{1*}

¹ Universitas Negeri Semarang, Semarang City, Jawa Tengah Province, Indonesia.

Corresponding Email: aisyiahadawiyah@mail.unnes.ac.id ^{1*}.

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Abstract: *In this pandemic, the class activity must be held online. Therefore, teachers should have learning media for teaching so students still can understand the material. ICT-based media exist to facilitate distance learning, but teachers must balance first their teaching method by implementing it. As one of the biggest applications used, Quizizz is easy to use in teaching and testing students synchronously. We organized the Quizizz training for Indonesian teachers on August 21 – 22, 2021 via Zoom to help teachers in know well Quizizz. We also gave further assistance across the WhatsApp Group to discuss the problem which they met during the Quizizz implementation. The result is they comprehend properly the Quizizz implementation based on two assignments in making quiz and lesson slides. They took advantage of the section to well facilitate online learning so their students can achieve the learning outcomes as well as in the offline class.*

Introduction

In this pandemic situation, teachers have a new habit of teaching where they must carry out the teaching and learning activity by implementing Information and Communication Technology (ICT). The class activity which must be held online, must also still contains comprehensive material so that students can achieve the course learning outcome (CLO). Teachers who are facilitated with the presence of various ICT-based media, must be able to choose the right learning media to face the online learning challenge. But in the other ways, there are still teachers who can't take advantage of various learning media. Limited access and usage understanding of the internet are a barrier for teachers in different geographical locations. General Director of Public Information and Communication at the Ministry of Communication and Informatics, Usman Kansong, has mentioned as well that some Indonesian regions have still limited internet access. There have been 49,33 % of regions which have 4G network access, 44,35 % that enjoy 3G network access, and 68,54 % which can access 2G network [1] (Abdila, 2021). By those numbers, they explain the reason why teachers don't have the same ability in implementing ICT as learning media.



The importance of utilizing ICT as learning media is to avoid the monotony that usually happened during an online learning activity. Learners who are already tied to offline learning will be annoyed somehow due to the lack of interactivity which cannot be found in this type of distance learning. Susanti (2021, 81) also gives the reinforcement that online learning has limited interaction and communication between teachers and students, so the important thing that we must give attention to is giving motivations and challenges, also creating interactions and collaborations to students with the purpose that they will keep learning [12]. To make students always have the spirit in distance learning, then teachers should have one right away ICT-based media which is entertaining for explaining material learning so that students will not feel bored and they can understand the material.

As far as we know during the pandemic, there has been a lot of educative research that aims to analyze the effectiveness of using ICT-based learning media in distance learning. The media themselves grow up with their brilliant features to be used in learning activities. We see not only websites nowadays but also web-application that is the easiest media for self-study. Risnawati, et al. (2018, 2) have been convinced that one of the solutions to the learning problem is the use of computer-based learning media as it will not disturb the learning program in the school for the time consumed in the making and using of the media [8]. Thus, with the significant media growing, teachers must balance their teaching method by implementing the ICT-based media even though the numbers have shown the inequality of internet access, especially in the isolated region.

Having a learning media that has a stable application is one of the good solutions to support online learning in this *Smart Society* Era. It means that its utilization is very helpful for teachers and students to have some interactions without any signal interference. Gusty, et al. (2020, 2) explain as well that we need the correct learning media which is suitable with the situation and condition of the learning material so it can be used maximally [4]. Choosing the learning media must go through an application trial to know well its features which teachers want to use in distance learning. From five media conveniences that Hasan, et al. (2021, 20) mention in their book, learning media are good if it can clarify the message; overcome the limitations of space, time, and senses; create student enthusiasm for learning through direct interaction between them and learning resources; allow students to do self-study; and give the same attention to students to get the same perception [5].

As one of the ICT-based media which has the biggest application by Indonesian teachers, *Quizizz* has fulfilled those five criteria during this pandemic. *Quizizz* is a fun and free web application which has interesting features to give quizzes to students, and allows interactions between teachers and students synchronously [2] (Adawiyah & Fitrasah, 2021, 128). *Quizizz* has accompanied teachers in teaching and testing students synchronously since online learning is implemented. Unlike other educational application, *Quizizz* which is a game-based educational application has game characteristics like avatars, themes, memes, and music which are entertaining in the learning process [15] (Zhao, 2019, 37). *Quizizz* has a feature advantage such as a quiz with six types of question which make it's different from the other web application. Those question types are *Multiple-choice*, *Checkbox*, *Polling*, *Fill-in-the-Blank*, *Open-ended*, and *Draw* help teachers to make one quiz with variative questions. Easy to use and fun to play, teachers and students don't really feel like they're on learning activity,



because the situation that *Quizizz* creates when we use it is more like we play a game. Suo Yan, et al. (2018, 194) also approved according to the testing of *Quizizz* implementation in the Arabic skill classroom that all students were very active to answer the questions provided by researchers, and more concentrated on the topic [11].

Quizizz hits active users as much as 15.2K that is shown in its *Facebook Group*, namely *Komunitas Quizizz Indonesia*. Teachers are most users, besides of course, there is also another kind of user outside of the teacher. Kindergarten, elementary school, junior and senior high school teachers, university lecturers, also office workers have applied this web application to simplify their job. Unwittingly, we must also mention that students are the biggest user of *Quizizz* because of their learning activity in answering quizzes. The students have felt that “this application is very helpful during online learning because it is easy to use. Other than that, it can minimize cheating in doing the test because the time settings are limited” [3] (Dewi & Astuti, 2021, 62). One of the interesting things that we found in that group is numerous teachers organize the training of *Quizizz* implementation for teaching synchronously. It raises a question, for what reason do they do it?

The numbers of the inequality of internet access in certain Indonesia regions that we’ve mentioned before reminds us about do those teachers effectuate as well *Quizizz* in their online learning activity? As a lecturer and *Quizizz* Super Trainer, we emphasize the question to analyze the application of *Quizizz* of Indonesian teachers from various institutions and domiciles.

By knowing how big is *Quizizz* implementation in distance learning by teachers, we have intentions for making sure that teachers have the same opportunity in maximizing distance learning by using ICT-based media. It turns out when we arrange the training, teachers are so excited to join us in practicing how to use *Quizizz*, which describes correctly that teachers have a duty as a facilitator to prepare students needs and learning sources to carry out student-centered character learning [6] (Maemunawati & Alif, 2020, 83).

Method

a. Activity Implementation Method

We have organized the *Quizizz* training for Indonesian teachers on August 21 – 22, 2021 via *Zoom* for 32 lesson hours. Through the *Google Forms* registration, we have collected 80 participants who followed the session. They are mainly teachers from elementary school, junior and senior high school, also university lecturers. This training of maximizing ICT-based media through *Quizizz* in online learning becomes our object of research and the teachers are the subject of *Quizizz* implementation fact-finding, as we can see its definitions from Shields (2019, 103-104) who said that the research subject is a free human agent with equal rights and freedoms to those of the researchers and the phenomena which is studied is the object [9].

We ran the general method such as 1) *Quizizz* presentation, 2) discussion and sharing experiences, 3) training session, and 4) further assistance in using the application [13] (Wali, et al., 2021, 11). Before we explain about using *Quizizz*, we give them an introduction survey as the first and second method to know how far do they recognize this web application. They have 9 questions to answer in *Polling* and *Open-*



ended form as we can see in *Figure 1* below.

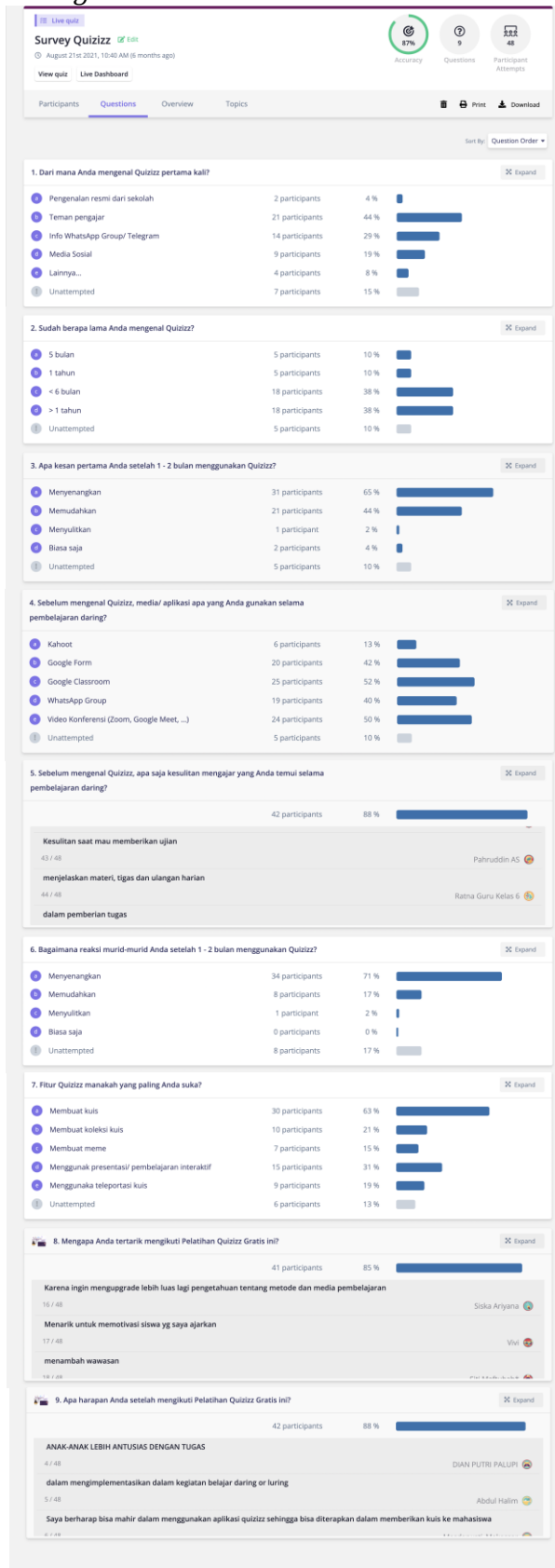


Figure 1. Quizizz Implementation Survey



The survey answer explained that as many 21 participants have known *Quizizz* from their fellow teachers; 18 participants have been familiar with this web-based application both for either six months or one year; 31 participants found *Quizizz* fun to play; 25 participants usually use *Google Classroom* to teach simultaneously; 42 participants had difficulty giving test and evaluating before knowing *Quizizz*; 34 participants stated that their students enjoyed playing *Quizizz*; 30 participants have chosen the *Create New Quiz* as their best feature; 41 participants wanted to know more about using this type of learning media and wanted to motivate their students by applying *Quizizz* in their learning activities as a reason why they were interested in joining the training; and 42 participants wanted to make online learning fun by implementing *Quizizz* as their wish after attending the session.

The polling has given us an assurance to train the participants using *Quizizz* specifically. We divide the training material into four parts:

1. First session: giving an early introduction, creating an account, searching the public quizzes, printing the quizzes, playing the quizzes in different modes, and accessing the report feature.
2. Second session: creating five types of quiz questions, uploading an image from PC or internet, making the quiz becomes public or private, arranging the order of the questions, uploading the quiz using *Microsoft Excel*, and using teleportation.
3. Third session: playing the quiz based on instructor-paced or classic mode, creating a collection folder, making the simple meme, activating the automatic question reader, playing the quizzes in parallel, and integrating the account to *Google Classroom*.
4. Last session: introducing the interactive lesson, knowing the slides' types, uploading an image, converting the quiz to the interactive lesson, importing slides from *Microsoft PowerPoint* or *Canva*, playing the interactive lesson in different modes.

Due to the session which organized synchronously, so each session had 1 hour 30 minutes of subjects practicing as we can see in *Figure 2*.

Sesi	Materi
Sesi Pertama	1. Pengenalan awal Quizizz 2. Membuat akun 3. Melakukan pencarian kuis publik 4. Mencetak kuis 5. Menyelenggarakan kuis dalam berbagai mode 6. Mengakses fitur laporan
Sesi Kedua	7. Membuat 5 jenis soal 8. Memasukkan gambar dari PC atau Internet 9. Mengatur public/privat kuis 10. Mengubah urutan kuis 11. Mengupload kuis menggunakan excel 12. Menggunakan teleportasi
Sesi Ketiga	13. Menyelenggarakan game kecepatan instruktur dan tim 14. Menggunakan koleksi 15. Membuat meme sederhana 16. Mengaktifkan pembaca otomatis 17. Menyelenggarakan kuis secara paralel 18. Integrasi ke Google Classroom
Sesi Keempat	19. Pengenalan presentasi interaktif 20. Mengetahui jenis slide 21. Upload gambar 22. Mengkonversi kuis interaktif menjadi presentasi 23. Import slide dari PowerPoint/Canva 24. Memainkan presentasi interaktif di berbagai mode yang berbeda

Figure 2. The *Quizizz* training material.



b. Effective Time of Activity Implementation

We have organized the Quizizz training for Indonesian teachers on August 21 – 22, 2021 via Zoom for 32 lesson hours. They are mainly teachers from elementary school, junior and senior high school, also university lecturers.

c. Activity Place

The location of the activity is carried out online through Google Forms registration, we have collected 80 participants who took part in the session.

Result

We organized the training session through the first and the second session on day one on August 21, 2021, with the number of participants attending by 69. By reason of the participants' various domiciles, we also streamed the meeting on *YouTube* so whenever they had signal interference, they can still watch the training video.

In the first session, the participants didn't find anything difficult in understanding how to make a *Quizizz* account, searching the public quizzes, printing the quiz questions, playing the quizzes in different modes, and accessing the quizzes reports feature. While in the second, we realized that participants started confused because of the materials which had more detailed to understand. In this step, teachers had to comprehend in making five types of quiz question, uploading pictures from a personal computer (PC) or the internet, making quiz become public or private, changing the quiz order, uploading quiz using *Microsoft Excel* form, and using the quiz teleportation feature. It is found that they had been questioning especially about making a quiz, uploading a picture, and uploading a quiz using *Excel*. From 09.00 AM, the actual time when we start the training, we just finished at 01.30 PM due to the number of questions which the participants asked. Therefore, we had re-explained to make sure that they understood it.

We next organized the third and the fourth session on day two on August 22, 2021, with the number of participants attending by 31. Also still streamed on *YouTube*, we started the session at 09.00 AM to 11.00 AM. We explained about playing a quiz based on instructor-paced or classic, using quiz collection feature, creating quiz memes, activating automatic reader question feature, playing quizzes in parallel, and integrating the quiz to the *Google Classroom* (GC) as the material for step one. In this meeting, we had the same method explanation as to the second session. We clarify those subjects, particularly for the setting paced in playing quiz and the quiz integration to GC. Teachers found out that the quiz integration was the most difficult to practice, so we took a few attempts to re-practice this special subject.

Introducing the lesson interactive, knowing the various types of slides inside the lesson feature, uploading pictures, converting quiz becomes a lesson, importing slide lessons from *Microsoft PowerPoint* or *Canva*, and playing the lesson interactive in different modes were the subjects for meeting four or the last. This meeting had the most interactive discussion because teachers had been interested in the new slide making other than using *PowerPoint*. Although we explained several times, but it seemed that the participants enjoyed the session.

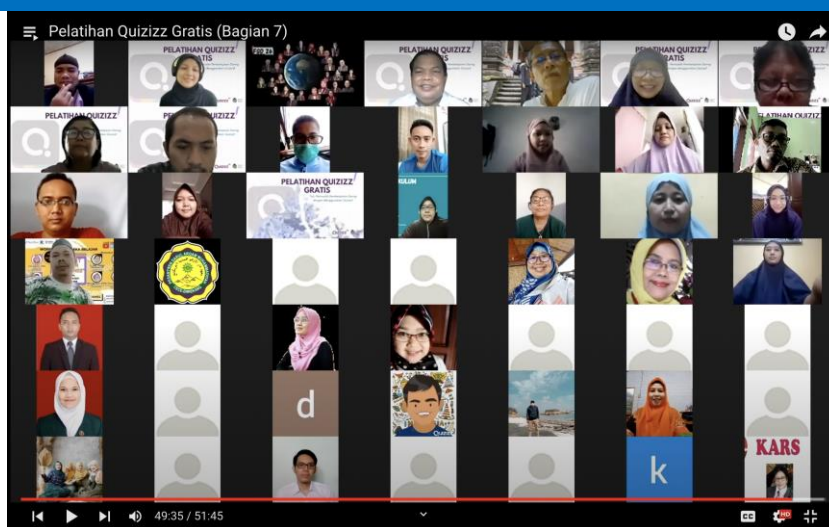


Figure 3. The *Quizizz* training for Teachers

Discussion

At first, we thought that teachers are used to using *Quizizz* in their class. It turns out that from 157 participants who signed in to the registration link, there have been just 80 teachers who passed the assignment for *Quizizz* implementation. There were two tasks in making quiz and interactive lesson slides that they must do as the training evaluation. For the first exercise, they did well in making five types of quiz question that were adapted to their study field at school. While in the second assignment, the participants had good work in making lesson slides although their content creativity was limited. These had to be good as the result, but the reason they didn't pass the assignment is they made a wrong link copy when we asked them to write the quiz and lesson share link.

Actually, the barriers to the use of ICT in the learning and teaching activity can be classified into four categories, such as lack of supervision and technical assistance, attitude and perception of using ICT, workload problem, and ICT management and infrastructure [14] (Wicaksono, 2020, 67). To give the solution for the top two barriers, we help the misinterpreted that teachers had in the second paragraph. We took step four in giving further assistance by opening the discussion about the problem which they met during the *Quizizz* implementation across the *WhatsApp Group* (WAG). Their responses were really good, the teachers asked a lot of questions, so did their comprehension also has improved. They could compare the share and the game link that they have had to copy after several explanations on WAG. This also could be the key to open their motivation to keep learning in ICT implementation, just like the statement of Maolida & Salsabila (2021, 57) that supervision and technical assistance aimed to motivate teachers to keep learning, especially for learning technology in the educational sector by giving a brief explanation about the advantages of technology and the simulation of technology usage [7].

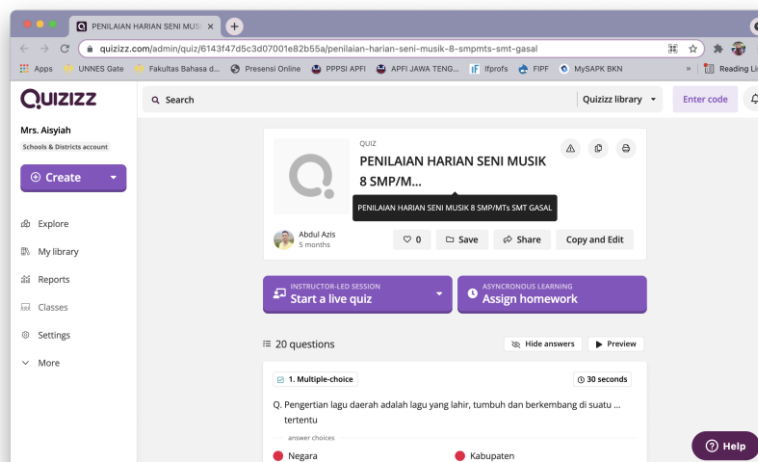


Figure 4. The quiz made by a participant

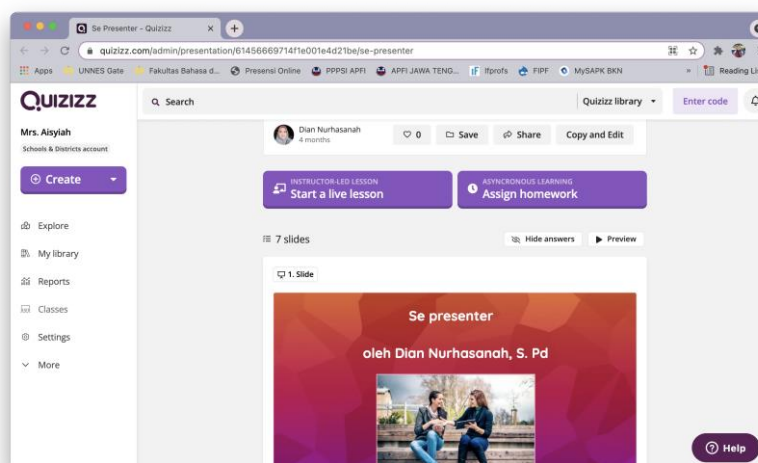


Figure 5. The slide lesson made by a participant.

Conclusion

Smart Society Era 5.0 has created the changes of almost the human life aspects nowadays. Starting with the learning and teaching method which has transformed into online or distance classes, teachers also must adapt the learning and teaching media into ICT-based media. Particularly the correct ICT-based media educative can produce graduates who master knowledge, attitudes, and skills optimally.

Other than that, optimism is the most important thing that we must have in facing that change. Optimism creates positive thinking of what will we do so it produces results. As well the educators, Sudiran (2020, 1) has convinced that educators who have optimism have the competence to design good learning material and to teach it well to their students [10].

The motivation to adapt to a new habit and the optimism in facing a change could be the best solution to deal with the transformation that has happened now. We found that the participants who are the teachers, have those two which made the training session interactive. They comprehend properly the *Quizizz* implementation based on



two assignments in making quiz and lesson slides. They took advantage of the section to well facilitate online learning so their students can achieve the learning outcomes as well as in the offline class.

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