CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes the review of related literature and includes quizizz application assessment of learning outcomes, assessment of learning outcome with quizizz. Then, the previous study related to quiziz as a tool of assessment is also explained in this chapter.

A. Quizizz Application

a. Definition of Quizizz

Quizizz is a fun multiplayer online assessment application that allows all students to practice together using their computer, smartphone, or iPad. According to Hamel (2016), Quizizz is a multiplayer game where all students practice together. By taking advantage of the excitement of the game, Quiziz gives students the opportunity to have an enjoyable learning experience at their fingertips. Quiziz differs from kahoot in that the questions and alternative answers are presented individually on student devices and can be used for homework. There is no requirement for a student account, but students must input a code associated with the quizizz.

b. Quizizz Procedure

Quizizz is a platform that can be accessed via mobile phones and computers. To be able to access the quiz, a registered account is required. This account can be obtained for free. According to Shamil (2018), to register and get an account, several steps must be taken. account creation

using Google account or email. The first step is to select the desired account type whether it is teacher, student, parent or other. In this research, the researcher will choose the teacher. Then, enter your email ID, desired username and password before proceeding to the next step. Some information about the institution will be requested when selecting a teacher account. Enter the postal code of the institution, it will usually automatically suggest a list of schools.

If the user's school is not listed, it can be added by selecting "create" from the options at the bottom of the screen. The quizia can be used when all of the step has passed. These steps are important for both teachers and students to understand in order to to get easy access from this platform.

c. Advantage of quizizz

a) Quizizz as a fun, challenging, interactive medium, increasing educators' creativity b) increasing the competence of students c) Sharpening the competence of educators in the use of media learning d) Effective e) There are data and statistics on student performance f) Based online g) Cultivating Advantage motivation for participants' learning desire educate h) Attractive quiz display i) Accommodating learning in various subjects and levels j) There is a ranking system in quizizz

d. Disadvantage of quizizz

a) Network dependent b) Students have difficulty logging in because it is web-based c) hand over when the network is weak d) Students can still

copy their friends' answers even though random quiz e) must be fast in determining the answer.

B. Asessment

This poin explain about definition of assessment and type of assesment.

a. Definition of assessment

In the teaching and learning process, one of the important aspects in measuring whether students are successful or not in their learning is to conduct an assessment. Regarding to Hill (2017), Assessment can be interpreted as a process of gathering information to determine decisions. So, it can be seen that the assessment is a process of collecting data on community performance for decision making. And Assessment is important for middle level teachers and their students. In fact, the National Middle School Association (NMSA) highlighted curriculum, instruction, and assessment

in This We Believe: Keys to Educating Young Adolescents(NMSA, 2010). The intention of this summary is to establish assessment rightful position as one priority for middle, grade teachers and their students. When used wisely and well, teachers obtain information about their students' strengths and needs, and their students remain informed about their achievements.

To begin, educators need an operational definition of assessment. Based on the work of many scholars (e.g., Delclos, Vye, Burns, Bransford,

& Hasselbring, 1992; Poehner, 2007), assessment is defined as a process for documenting, in measurable terms, the knowledge, skills, attitudes, and beliefs of the learner. Although this definition of assessment is rather straightforward, the process of assessment in the classroom is complex.

At the classroom level, teachers must decide which specific knowledge, skills, attitudes, and beliefs warrant assessment; at what point and for what specific purpose they should be assessed; and which tools might best accomplish these classroom-based assessments. This research summary addresses two forms of assessment, formative and summative.

b. Types of assessment

Based on Hanna & Dettmer (2004), assessment can be classified into three types, they are Diagnostic, Formative, and Summative assessment. Conducting:

    I.   Diagnostic assessment can assist in identifying existing students' knowledge, skills, and capacities, as well as clarifying prior to teaching. During the learning process.

    II.   Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring.

    III.   Summative assessment on the other hand, occurs after the learning has been completed and involves the provision of

information and feedback that summarizes the teaching and learning process.

C. Learning outcomes

Based on Nana Sujana 2010. Actions of assessment or evaluation are carried out to determine whether or not a goal of education and teaching is achieved. in essence, assessment or evaluation is considering values based on certain criteria so that the teaching and learning process takes place as a process that has a purpose. These goals are stated in a behavioral formulation where after students complete their learning experience, they are expected to be able to master it. The results obtained from the assessment are expressed in the form of learning outcomes. Learning outcomes refer to learning achievement, while learning achievement is an indicator and degree of behavior change in students.

There are two factors that influence the learning outcomes achieved by students, namely factors from within themselves or from students or called abilities and the second factor is the environment or factors that come from outside themselves. The first factor has a very large influence on learning outcomes, reaching 70%. While the remaining 30% is influenced by the second factor. According to Howard Kingsley, there are three kinds of learning outcomes, they are, skills and habits, knowledge and understanding, attitudes and ideals. Each of these groups can be filled with materials specified in the curriculum at a school.

Furthermore, according to the regulation of the minister of education and culture of the republic of Indonesia number 23 of 2016, it is explained that the techniques in the assessment are carried out on three aspects of attitude, knowledge and skills including:

a. Attitude aspect assessment

The goal of the attitude evaluation is to evaluate student conduct in both the curriculum and extracurricular learning processes. Spiritual and social attitudes are included in this attitude. Because the characteristics of attitude assessment differ from those of knowledge and skills evaluation, the assessment methodologies utilized differ as well. In the framework of establishing student character in accordance with learning objectives, attitude evaluation aims to foster character-appropriate conduct.

b. Knowledge aspect assessment

Knowledge assessment is the process of collecting and information processing in order to measure the process and results of student competency achievement in the form of a combination of mastery of cognitive processes (thinking skills) of remembering, understanding, applying, analyzing, evaluating, and creating with factual, conceptual, procedural, and metacognitive knowledge. Knowledge assessment is carried out using various techniques. Educators can choose the assessment technique that best suits the characteristics of the basic competencies, indicators, or learning

objectives to be assessed. Everything that will be done in the assessment process needs to be determined in advance when preparing the learning implementation plan (RPP). Written tests, oral assessments, and competency-based assignments are some of the strategies employed in this evaluation.

c. Skill aspect assessment

To establish the most appropriate assessment skill technique, it is need to identify the features of the basic competency parts of skills. Performance appraisals, project appraisals, and portfolios cannot measure all basic competencies. The features of the competency of the skills to be measured are used to determine the assessment technique.

Students' understanding abilities that can be used to recognize and solve problems in the actual world are measured through skill assessment. Skills assessment uses numbers with a score range of 0 to 100 and descriptions. This assessment is carried out through practice, products, projects, portfolios, and/or other techniques according to the competencies assessed. And for this study more focud on knowledge aspect assessment.

D. Previous Studies

Relevant previous research as a systematic description of the information collected and some literature related to this research, to support a more in-depth and comprehensive study. In this case, the researcher conducts a study that has relevance to the topic to be studied. Several studies that are relevant to this research.

First, the research conducted by Sugian Noor (2020) entitled Implementation of quizizz in Learning Assessment on Biological Scope Materials to Improve Student Learning Outcomes in class X.6 SMA 7 Banjarmasin. The purpose of this research is to improve student learning outcomes by conducting an assessment at the end of the lesson using quizizz. The type of research is field research, using a qualitative descriptive approach, with the method of observation, documentation, and data analysis methods carried out by data reduction (data reduction), data presentation (data display), and conclusion drawing/verification.From this study, there was an average increase in learning from 71.64 to 77.92, namely an increase in the percentage of completeness by 20%. Students' learning outcomes have improved as a result of the evaluation via quizzes, which is both engaging and interesting. The rise in student motivation for learning materials has an impact on this. 57 This study shares some parallels with researchers in that both use quizzes to assess learning outcomes at the end of the learning process, but the subject matter and research objectives are different.

The second research conducted by Dionisius Heckie Puspoko Jati (2020) with the title Improving Civics Learning Outcomes Through Quizizz-Based Online Learning. The purpose of the study was to determine the improvement of student learning outcomes in class VIII A of SMP Kristen 2 Salatiga by applying a quizizz-based online learning model. The type of research is Classroom Action Research (CAR), the data collection technique used is documentation technique. Data analysis is carried out by analyzing learning outcomes with comparative descriptive analysis. Based on the results of research, discussion, and data analysis described, it can be concluded that online learning using the Quizizz application was able to improve the learning outcomes of Civics Class VIII A Christian Middle School 2 Salatiga. There is an improvement in student learning outcomes in terms of cognitive or knowledge components. It starts at 22.7 percent in the pre-cycle and rises to 68.1 percent in the first cycle. Then, in the second cycle, it rises again as students reach the achievement limit, which is a total of 100 percent.

The third, research from Cahyani Amildah Citra, entitled Effectiveness of Using Quizizz Educational Game-Based Learning Media on Learning Outcomes of Office Technology for Class X Students of SMK Ketintang Surabaya. The purpose of the study was to determine the effectiveness of the educational game Quizizz learning media on the learning outcomes of office technology for class X students of SMK Ketintang Surabaya, an experimental study using a Quasi Experimental Design-research method with a Nonequivalent group pretest posttest design-design. The data collection

techniques in this study were documentation, observation, interview methods, and learning outcomes tests (pretest posttest). Data analysis techniques in the form of validity test, reliability test, discriminatory power test, and level of difficulty test.

From the results of his research, the key is that the use of learning media based on the Quizizz Educational Game is effective in improving student learning outcomes in the Class X OTKP Office Technology lesson at SMK Ketintang Surabaya. The average value of posttest results is 80.7 for student learning outcomes in the cognitive domain in the control class, while the average value of posttest results is 85.3 in the experimental class, this value is greater than the average value. in the control class.58 The research has similarities with the researchers, namely both using quizzz as a tool for assessing learning outcomes. The difference is in the subject and the purpose of the research.

From the explanation of some of these studies, the Quizizz research as a tool for assessing learning outcomes in this study is different from previous research. The difference is in the research subjects, namely elementary school students, research objectives, and the research location. The data analysis technique used descriptive qualitative method.