


Quizizz-Based Science Learning Evaluation as an Effort to Improve Learning Outcomes of Fourth Grade Students at SDN Inpres Campa

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ABSTRACT

This research is motivated by the importance of strengthening character education through Pancasila and Citizenship Education (PPKn) learning in elementary schools, especially in instilling Pancasila values contextually. The purpose of this study is to analyze the effectiveness of the project-based learning model in improving the understanding and internalization of Pancasila values in fourth grade students. This study uses a quantitative approach with a quasi-experimental design. The subjects of the study were fourth grade students who were divided into an experimental class and a control class. Data collection techniques used learning outcome tests and observation sheets, while data analysis was carried out through statistical tests to determine differences in learning outcomes between the two groups. The results showed that there was a significant increase in students' understanding and attitudes towards Pancasila values in the experimental class compared to the control class. These findings indicate that the project-based learning model is effective in supporting more meaningful and contextual PPKn learning. Thus, the application of this model is recommended as an alternative learning strategy to strengthen character education in elementary schools .

Keywords: *Learning Evaluation, Quizizz, Learning Outcomes*

INTRODUCTION

Digital developments have impacted the education sector, encouraging the integration of technology into learning. The use of technology in learning is one way to improve the quality of learning. Technology can produce various types of interactive and innovative learning media that can be useful in the learning process. Integrating learning media is a necessity to create an engaging learning environment that meets the needs of 21st-century students. To keep up with the times, educators must learn to use technology that is appropriate to the learning needs and characteristics of students. One way to do this is by selecting engaging digital learning media, including evaluation methods.¹

Instructional Media required Teacher For become tool help convey subject matter. The success of learning and the use of learning media can be seen from the level of understanding of the material and the learning outcomes of students. The higher the level of students' understanding of the material and results learning, the higher the level learning success. However, in reality, the learning outcomes achieved by students are still low. Learning so far has not been successful and has resulted in low student learning outcomes.²

¹ Taquidin Zarkasi et al., "Quizizz-Based Learning Evaluation at Mts Nw 2 Kembang Kerang as an Effort to Welcome the Independent Curriculum," *Empowerment: Journal of Community Service* 3, no. 1 (March 2023): 57–64, <https://doi.org/10.51700/empowerment.v3i1.441>.

² Nizaruddin Nizaruddin, Muhtarom Muhtarom, and Aryan Eka Prastya Nugraha, "Training on Using Quizizz as an Online Learning Evaluation Media," *E-Dimas: Journal of Community Service* 12, no. 2 (2021): 291–96.

In every learning process, of course, it is needed learning evaluation. This is of course also applies to the independent curriculum. Learning evaluation the aim is to improve the quality of learning in the classroom. Assessment in the curriculum independence has been regulated in several regulations which have principles independent curriculum such as student center, contextual, essential, accountable, involving stakeholders. In the independent curriculum there are three types of assessment, the third this type of assessment is formative assessment, summative assessment, and diagnostic assessment.³

Wrong one strategy which can implemented is an implementation system evaluation formative based on gamification or quiz games "quizizz" and "padlet". Formative assessment is evaluation carried out after each topic or main lesson is completed discussion aims for know as far as where participant educate understand what which has they learn.⁴

The quizizz evaluation application has very close interaction between students as a test participant or teacher as a test maker even the quizizz application has means to involve stakeholders, especially parents and guardians of students, in this application the evaluation results achieved by students can be sent directly to the parent/guardian's email.⁵

Previous research on the use of Quizizz in learning evaluation conducted by Sugian Noor (2020) entitled, "Use of Quizizz in Evaluation "Learning on the Scope of Biology Material to Improve the Learning Outcomes of Class X.6 Students of SMA 7 Banjarmasin". This research is a qualitative descriptive field study. The results showed a 20% increase in learning outcomes. This increase occurred because Quizizz made the assessment interesting and so much fun motivate students to succeed. Furthermore, Research by Sri Mulyati and Haniv Evendi (2020) entitled, "Learning Mathematics Through the Quizizz Game Media to Improve Mathematics Learning Outcomes at SMP 2 Bojonegara". This type of research is classroom action research that uses the technique collection of test and observation data. The results of the study showed that there was The increase in student learning outcomes was 63% in cycle 1 and 78% in cycle 2. This shows that Quizizz is effective in improving student learning outcomes.

Based on previous research, it can be concluded that Quizizz is an application that can be used in learning assessment. Quizizz features which varies makes students feel happy and comfortable when completing the assessment. This way, students are motivated to complete the assessment with maximum results. Based on the background description, a research-based study was conducted to describe the evaluation activities. in learning through Quizizz as a learning evaluation application in class IV of SDN Inpres Campa and to improve student learning outcomes in Science Lessons in Grade IV of SDN Inpres Campa.

RESEARCH METHODS

This study used a quantitative approach with a quasi-experimental design of the nonequivalent control group design. The subjects were fourth-grade elementary school students divided into two groups: the experimental class and the control class⁶. The sample was selected using a purposive sampling technique, considering the equality of initial academic characteristics. The experimental class was given treatment in the form of the application of a project-based learning model in PPKn learning, while the control class used a conventional

³ M. Andra Aditiyawardman et al., "Using the Quizizz Application as a Medium for Implementing Learning Evaluation," *Research Journal* 7, no. 1 (2022): 24–36.

⁴ Ismail Elmahdi, Abdulghani Al-Hattami, and Hala Fawzi, "Using Technology for Formative Assessment to Improve Students' Learning," *Turkish Online Journal of Educational Technology - TOJET* 17, no. 2 (April 2018): 182–88.

⁵ Izzati Virliana Asya, "The Effect of Quizizz and Wordwall-Based Learning Evaluation in Improving Student Understanding," *NUSANTARA Journal of Education and Social Sciences* 6, no. 1 (2024): 1–8.

⁶ La Zubair et al., "Innovative strategies in developing Islamic religious education learning evaluation to improve the quality of education," *Indonesian Education Journal* 5, no. 11 (November 2024): 1217–27.

learning model. The study was conducted over several meetings according to the time allocation for the material specified in the curriculum.

The research instruments consisted of a learning outcome test to measure students' cognitive understanding of Pancasila values and an observation sheet to assess student attitudes and engagement during the learning process. The test instruments were tested for validity and reliability before use. Data were analyzed through prerequisite tests, including normality and homogeneity, followed by a t-test to determine significant differences between the learning outcomes of the experimental and control classes. All analyses were conducted at a significance level of 0.05.

RESULTS AND DISCUSSION

Learning evaluation

Learning evaluation is the process of determining student achievement in learning assessment activities through evaluation.⁷ In this regard, Minister of Education Regulation No. 104 of 2014 Article 1 Concerning Learning Outcomes. Learning outcome assessment by teachers aims to gather information through systematic planning on student learning outcomes regarding their competencies during the learning process.⁸

Teachers assess students to evaluate their understanding during the learning process. Evaluation is a step to obtain information about student learning and make decisions regarding learning outcomes during the learning process. Evaluation refers to the use of media in the assessment process that must meet validity and reliability standards to ensure that the assessment results provide an accurate picture of student understanding as a basis for making better decisions.⁹ This is in accordance with the opinion of Putri & Dwijayanti that assessment results obtained through evaluation media are guaranteed to be able to describe the actual abilities of students. Therefore, the media used in the evaluation process must be appropriate, valid, and relevant to the needs.¹⁰

One of the evaluation tools widely used to measure student abilities is the Quizizz app. The validity and reliability of Quizizz as an assessment tool depend on several factors, such as the quality of the questions, their relevance to learning objectives, and the consistency of the assessment. By using appropriate methods to develop and validate questions while aligning them with learning objectives, teachers can ensure that Quizizz is an effective, appropriate, and reliable assessment tool for measuring student learning outcomes.

Quizizz

Quizizz is an online learning medium that presents interactive quizzes with animation and ease of use.¹¹ According to Wahyudi et al., 2020 (Asria et al., 2021), the Quizizz online application can be used as an alternative student-centered learning assessment, particularly in supporting learning. This is because the Quizizz application has game elements that can

⁷ "Development of Learning Evaluation Using Quizizz Theme 9 Subtheme 1 Learning 3 | Didactics: Scientific Journal of PGSD STKIP Subang," accessed February 9, 2026, <http://journal.stkipsubang.ac.id/index.php/didactics/article/view/1768>.

⁸ Wiku Aji Sugiri and Sigit Priatmoko, "The Perspective of Authentic Assessment as an Evaluation Tool in Independent Learning," *At-Thullab: Journal of Elementary School Teacher Education* 4, no. 1 (2020): 53–61.

⁹ Annisa Elita Rahmawati et al., "Development of the Quizizz Application-Based Evaluation Tool for Learning Arabic for MTs," *Mantiqu Tayr: Journal of Arabic Language* 3, no. 2 (July 2023): 135–50, <https://doi.org/10.25217/mantiquatayr.v3i2.3484>.

¹⁰ Dwi Lestari Putri, Nurkholis, and Saefuddin, "The Impact of Using E-Learning-Based Quizzes on Students' Learning Motivation," *Journal of Elementary Education* 11, no. 2 (2021).

¹¹ Putri, Nurkholis, and Saefuddin, "The Impact of Using E-Learning-Based Quizzes on Students' Learning Motivation."

increase student motivation to participate actively, making learning more interesting.¹² The Quizizz application is easy to use, thus increasing student motivation to learn.¹³ Using the Quizizz application can foster motivation, thereby improving student learning outcomes.¹⁴ Using the Quizizz application can increase student enthusiasm when working on questions with interesting features such as added sound and funny images. The learning experience using the Quizizz application leaves students with a very positive feeling. Furthermore, the use of the Quizizz application also elicits positive responses in terms of student participation and activeness.¹⁵ In addition to audio and image features, Quizizz also has a timer for answering questions. This timer prevents students from cheating, such as asking friends or searching for answers online.¹⁶

Using Quizizz in online learning evaluations can increase student engagement, provide immediate feedback, and offer flexibility in assessments. As a tool for evaluating online learning, Quizizz can increase student motivation during assessments. The addition of audio, images, and time makes learning engaging and enjoyable.

Learning outcomes

According to Dimiyati and Mudjiono, learning outcomes can be viewed from two perspectives: the student's perspective and the teacher's perspective. From the student's perspective, learning outcomes represent a higher level of mental development compared to before learning. Meanwhile, according to Howard Kingsley, learning outcomes are divided into 3 types: 1) skills and habits, 2) knowledge and understanding, 3) attitudes and ideals.¹⁷

Howard Kingsley's opinion demonstrates the changing outcomes of all learning processes. These learning outcomes will remain with students because they have become a part of their lives. Learning outcomes are the final assessment of a process and recognition that has been carried out repeatedly. They will also be stored for a long time or even forever because learning outcomes contribute to shaping the individual's personality, which always strives for better results, thus changing the way of thinking and producing better work behavior .

Learning outcomes are the targets expected by all parties, but learning outcomes must be relevant to teaching objectives because learning outcomes are often used as a measure to determine how far people have mastered the material/subjects being taught.

Factors That Influence Learning Outcomes

Teaching methods are the methods or strategies teachers use to deliver learning materials to students. Teaching, as stated by Ign. S. Ulih B. Karo, is the process of presenting learning materials to students so that they can be accepted, mastered, and developed. Therefore, the methods used by teachers greatly influence the effectiveness of student learning, because the right approach will help students understand the material optimally. In addition to methods, the

¹² "Quizizz: Alternative Assessment During the Covid-19 Pandemic Umpo Repository," accessed February 9, 2026, <https://eprints.umpo.ac.id/10767/>.

¹³ "Analysis of the Use of the Quizizz Application in Online Learning Evaluation | BINTANG," accessed February 9, 2026, <https://ejournal.stitpn.ac.id/index.php/bintang/article/view/4244>.

¹⁴ Rica Wijayanti, Didik Hermanto, and Zainudin Zainudin, "The Effectiveness of Using the Quizizz Application in School Mathematics Courses Reviewed from Student Motivation and Learning Outcomes," *Jurnal Cendekia* 5, no. 1 (2021): 347–56, <https://doi.org/10.31004/cendekia.v5i1.470>.

¹⁵ Miske Hayunia Hamidah and Siti Sri Wulandari, "Development of HOTS-Based Assessment Instruments Using the 'Quizizz' Application," *Efficiency: Administrative Science Studies*, May 4, 2021, 105–24, <https://doi.org/10.21831/efisiensi.v18i1.36997>.

¹⁶ Silvia Syeptiani, "Analysis of the Use of the Quizizz Application as an Evaluation Tool for Applied Chemistry Course Learning," *JOURNAL OF MIPA EDUCATION* 13, no. 2 (June 2023): 417–22, <https://doi.org/10.37630/jpm.v13i2.981>.

¹⁷ Sulastri, Imran, and Firmansyah Arif, "Improving Student Learning Outcomes Through Problem-Based Learning Strategies in Social Studies Subjects in Class V of SDN 2 Limbo Makmur, Bumi Raya District," *Tadulako Online Creative Journal* 3 (nd): 1.

curriculum also plays an important role in the learning process. The curriculum is a series of activities and materials designed to be provided to students so that they are able to receive, master, and develop the knowledge they learn. The structure and relevance of the curriculum will determine the direction and quality of students' learning experiences.

Furthermore, the relationship between teachers and students also influences the success of the teaching and learning process. A positive, open, and respectful relationship can create a conducive learning atmosphere, so that students feel comfortable and motivated to learn. Likewise, relationships between students also influence the learning process. Students who experience social rejection, low self-esteem, or emotional stress tend to become isolated from their peers, which can ultimately hinder concentration and academic achievement. Furthermore, school discipline is closely related to students' diligence and responsibility in participating in learning. Discipline is not only required of students, but also of teachers as role models. Educators' exemplary behavior in obeying rules and carrying out tasks consistently will foster an orderly learning culture and support academic success.¹⁸

Science subjects.

Science learning is one of the learning in schools, science subjects provide knowledge about knowledge, ideas and concepts about the natural environment obtained through a series of scientific processes including investigation and preparation.¹⁹ Natural Science or IPA for short is the study of natural phenomena that are systematically arranged and based on the results of research and observations conducted by humans. Science learning in elementary school is aimed at students to have a natural curiosity and develop the ability to ask questions about natural phenomena that occur and seek answers and develop students' ways of thinking.

Quizizz-Based Science Learning Evaluation

The results of this literature research show that the use of quiz-based learning evaluation has a positive impact on student learning outcomes in the subject. 4th grade science lessons Viewed from :

First, Cindy Oktafina Nengsih, Zulyusri , Lufri, “ Use of science learning evaluation tools to support 21st century skills ” Aims to explain the use and utilization of evaluation tools, especially in science learning that supports 21st century skills. The method used in this research is a literature study, which examines approximately 30 articles published in national journals related to this research. The data analysis used is qualitative data analysis, which combines research findings on the use of learning evaluation tools, particularly in science lessons.

Based on the results of the literature review, it can be concluded that several modern technology-based evaluation tools can be used by teachers to create questions or evaluate student learning. Applications used as learning evaluation tools include Kahoot, Quizizz, Google Forms, Wondershare Quiz Creator, Android applications , and others. These applications can be used by teachers to evaluate the learning process that supports 21st-century skills, particularly in science subjects.²⁰

Second, Algi Nurahman Miladanta, Amung Ahmad Syahir Muharam "The Effectiveness of Quizizz-Based Face-to-Face Learning in Improving Student Learning Outcomes of MTs Darul Fikri Motion Material" The advancement of science and technology in the digitalization era called the industrial revolution 4.0 era is a change of era that brings many positive impacts on the development of education. Effective and efficient learning support media can be created with many alternatives such as digital learning applications. This research requires innovation

¹⁸ Sulastri, Imran, and Arif, “Improving Student Learning Outcomes Through Problem-Based Learning Strategies in Social Studies Subjects in Class V of SDN 2 Limbo Makmur, Bumi Raya District.”

¹⁹ Panggabean Fernando et al., “Analysis of the Role of Video Learning Media in Improving Science Learning Outcomes,” *Indonesian Journal of Science Learning Education* 2 (nd).

²⁰ Oktafina Nengsih Cindy, Zulyusri, and Lufri, “Use of Science Learning Evaluation Tools to Support 21st Century Skills,” *Jurnal Esabi (Journal of Biological Education and Science)* 4 (2022): 1.

in learning media so that students do not feel bored when teaching and learning activities take place.

The purpose of this study was to determine the improvement in student learning outcomes in the subject of motion in class VIII at MTs Darul Fikri Sukabumi based on Quizizz media. This research method uses the stages of KKN-DR Sisdamas, namely social reflection, program planning, implementation. Data collection using the pretest and posttest methods on one competency lasted for three meetings. The results of this study showed an increase in average learning outcomes in the pretest (learning without using Quizizz media) of 32% and in the posttest (learning using Quizizz media) of 80% ²¹.

Implications of Research Results

The implications of this research can be compared and strengthened through several key theoretical foundations. Theoretically, the finding that project-based learning enhances the understanding and internalization of Pancasila values aligns with the constructivist theory developed by Jean Piaget and Lev Vygotsky, which emphasizes that knowledge is built through active experience and social interaction. The project-based model allows students to directly experience the processes of assimilation and accommodation, while simultaneously constructing meaning through collaborative work. Compared with the behaviorist approach, which emphasizes stimulus-response and external reinforcement, this research demonstrates that character building is not effective enough if it relies solely on memorization or reward-punishment, but requires in-depth cognitive and social engagement.

These findings also align with David A. Kolb's experiential learning theory, which emphasizes the importance of concrete experiences and reflection in the learning process. In the context of character education, a project-based approach enables students not only to conceptually understand Pancasila values but also to actualize them in concrete actions. Thus, this study strengthens the argument that internalization of values is more effective through contextual and reflective learning than through transmissive learning. Theoretically, these results emphasize that participatory and experience-based pedagogical strategies are highly relevant in building students' character sustainably.

CONCLUSION

Based on the research results, it can be concluded that the implementation of the project-based learning model is effective in improving the understanding and internalization of Pancasila values in fourth-grade students. This improvement is evident from the significant differences in learning outcomes between the experimental and control classes, both in cognitive and attitudinal aspects. These findings indicate that learning that positions students as active subjects through collaborative and contextual activities is more capable of building a deeper understanding of values than conventional learning. Thus, the project-based learning model can be recommended as an alternative strategy in PPKn learning in elementary schools, particularly to strengthen character education substantively. The implementation of this model requires teachers to be prepared to design relevant and meaningful activities so that the process of internalizing values does not stop at the level of knowledge, but develops into students' real attitudes and behaviors.

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