

DEVELOPMENT OF FORMATIVE ASSESSMENT BY UTILIZING QUIZIZZ IN INCREASING STUDENT LEARNING INTEREST

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Abstract

This study aims to develop a Quizizz-based formative assessment in Integrated Social Studies class IX as an effort to improve the effectiveness of learning evaluation. The background of this research is based on the limited use of technology in assessment activities in schools and the need for evaluation media that are interesting, interactive, and in accordance with the characteristics of today's students. This research uses the ADDIE development model which includes five stages: analysis, design, development, implementation and evaluation. In the analysis stage, researchers identified needs through interviews with teachers and analysis of lesson plan documents. The design stage included designing the question format, quiz display, and prototyping. At the development stage, the assessment was validated by three experts, namely assessment, media, and language experts. The validation results showed that the developed assessment was in the very valid category and very feasible to use. The implementation stage showed an increase in implementation from the first meeting to the second meeting. Evaluation was conducted formatively and summatively to review the entire development process. The results showed that Quizizz-based formative assessment is effective in social studies learning because it is able to increase student participation, provide immediate feedback, and make the evaluation process more interesting.

Keywords: Formative assessment, Quizizz, Integrated Social Studies, assessment development, learning evaluation

Abstrak

Penelitian ini bertujuan untuk mengembangkan asesmen formatif berbasis Quizizz di kelas IX IPS Terpadu sebagai upaya untuk meningkatkan efektivitas evaluasi pembelajaran. Latar belakang penelitian ini didasarkan pada keterbatasan penggunaan teknologi dalam kegiatan asesmen di sekolah dan kebutuhan akan media evaluasi yang menarik, interaktif, dan sesuai dengan karakteristik siswa masa kini. Penelitian ini menggunakan model pengembangan ADDIE yang mencakup lima tahapan: analisis, desain, pengembangan, implementasi, dan evaluasi. Pada tahap analisis, peneliti mengidentifikasi kebutuhan melalui wawancara dengan guru dan analisis dokumen rencana pembelajaran. Tahap desain meliputi perancangan format soal, tampilan kuis, dan pembuatan prototipe. Pada tahap pengembangan, asesmen divalidasi oleh tiga ahli, yaitu ahli asesmen, media, dan bahasa. Hasil validasi menunjukkan bahwa asesmen yang dikembangkan berada dalam kategori sangat valid dan sangat layak digunakan. Tahap implementasi menunjukkan peningkatan implementasi dari pertemuan pertama hingga pertemuan kedua. Evaluasi dilakukan secara formatif dan sumatif untuk meninjau seluruh proses pengembangan. Hasil penelitian menunjukkan bahwa asesmen formatif berbasis Quizizz efektif dalam pembelajaran ilmu sosial karena mampu meningkatkan partisipasi siswa, memberikan umpan balik langsung, dan membuat proses evaluasi lebih menarik.

Kata kunci: Asesmen formatif, Quizizz, Ilmu Sosial Terpadu, pengembangan asesmen, evaluasi pembelajaran



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INTRODUCTION

The rapid development of technology in the era of globalization requires the world of education to transform towards the digitalization of learning.¹ This transformation includes the application of various technologies in the teaching and learning process, such as distance learning, online classes, e-report cards, and digital assessments.² This need is becoming increasingly urgent, especially in the context of learning for Generation Z students, who were born in 2001-2010 and are digital natives.³ This generation has been familiar with technology from an early age and has a high interest in things that are new and interactive.

In dealing with Generation Z learners, teachers are required to implement learning and assessment approaches that are relevant, interactive, and fun.⁴ One important aspect of the learning process that must be updated is assessment. Conventional paper-based assessment methods are currently considered less effective in attracting learners' attention,⁵ and can even cause boredom and low participation.⁶ In addition, conventional assessments tend to be budget-intensive and environmentally unfriendly, so an innovative solution that is efficient and engaging is needed.

Students' interest in learning is influenced by various factors, both from within the individual (internal) and from the surrounding environment (external). Internal factors include physical condition, attention, perception, and talent, while external factors include the school environment, the role of the teacher, and learning methods.⁷ In the realm of education in the school environment, formative assessment has a strategic role as an effective approach in encouraging active participation and fostering students' interest in learning.⁸ However, the implementation of

¹ D. Maharani and L. Meynawati, "Sisi Terang Dan Gelap: Digitalisasi Pada Perkembangan Pendidikan Indonesia," *Sinar Dunia: Jurnal Riset Sosial Humaniora Dan Ilmu Pendidikan* 3, no. 1 (2024): 89–98.

² E. Sundari, "Transformasi Pembelajaran Di Era Digital: Mengintegrasikan Teknologi Dalam Pendidikan Modern," *Sindoro: Cendikia Pendidikan* 4, no. 5 (2024): 25–35; S. Permatasari et al., "Asesmen Digital Berbasis Kahoot Dalam Evaluasi Pembelajaran," *JIP-Jurnal Ilmiah Ilmu Pendidikan* 6, no. 4 (2023): 2710–14.

³ S. F. Zis et al., "Perubahan Perilaku Komunikasi Generasi Milenial Dan Generasi Z Di Era Digital," *Satwika: Kajian Ilmu Budaya Dan Perubahan Sosial* 5, no. 1 (2021): 69–87.

⁴ M. Fajri, "Kemampuan Berpikir Matematis Dalam Konteks Pembelajaran Abad 21 Di Sekolah Dasar," *Letters Of Mathematics Education LEMMA* 3, no. 2 (2017).

⁵ D. A. Rohana et al., "Efektivitas Penggunaan Quizizz Sebagai Media Asesmen Dalam Meningkatkan Hasil Belajar Matematika Di SMPN 11 Madiun," *Innovative: Journal Of Social Science Research* 4, no. 4 (2024): 2155–67; A. Aegustinawati et al., "Analisis Kebutuhan Pengembangan E-Module Menulis Teks Berita Berancangan Konsep Diferensiasi Untuk Siswa Jenjang SMA," *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra* 10, no. 4 (2024): 4350–64.

⁶ I. Irwan et al., "Efektifitas Penggunaan Kahoot! Untuk Meningkatkan Hasil Belajar Siswa," *Pedagogia: Jurnal Pendidikan* 8, no. 1 (2019): 95–104.

⁷ Sri Wulan Anggraeni et al., "Pengembangan Multimedia Pembelajaran Interaktif Berbasis Video Untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar," *Jurnal Basicedu* 5, no. 6 (2021): 6, <https://doi.org/10.31004/basicedu.v5i6.1636>; S. Korompot et al., "Persepsi Siswa Tentang Faktor Yang Mempengaruhi Minat Belajar," *JAMBURA Guidance and Counseling Journal* 1, no. 1 (2020): 40–48.

⁸ L. Mutia et al., "Development of Blog-Based Audio Visual Learning Media to Improve Student Learning Interest in Money and Banking Topic," *Journal of Educational Sciences* 4, no. 2 (2020): 436–48.

formative assessment in the field is still not optimal, especially in Integrated Social Studies subjects which are often considered boring and difficult to understand.⁹

As a solution, the utilization of technology in formative assessment can be an effective alternative strategy. Innovations such as the use of interactive quiz-based applications are believed to be able to increase learner participation and interest.¹⁰ One of the digital media that has the potential to support learning is Quizizz, a web-based platform designed to facilitate the linking of interactive quizzes by educators. The app provides a variety of question types, including multiple choice, short fill-in-the-blank, and pair-matching formats, which can be customized to suit learning objectives. The application is equipped with gamification features such as leaderboards, points, and immediate feedback, which can increase student motivation.¹¹

Previous research shows that the use of Quizizz in learning activities contributes significantly to improving learning outcomes as well as learner engagement.¹² Noor emphasized that assessments using Quizizz are considered interesting and fun, thus encouraging students to better master the material.¹³ Similarly, Ardiansyah found that students were more enthusiastic when learning using this platform.¹⁴

However, the application of Quizizz in formative assessment in Integrated Social Studies subjects at the junior high school level is still relatively low. Based on the findings from preliminary observations conducted at SMP Negeri 1 Mandau, it is known that students' interest in learning

⁹ E. H. Widiastuti, "Pemanfaatan Lingkungan Sebagai Sumber Pembelajaran Mata Pelajaran IPS," *Satya Widya* 33, no. 1 (2017): 29–36; A. Wakit, "Analisis Kesulitan Siswa Dalam Memahami Materi Perkalian Studi Kasus Kesulitan Siswa Kelas IV SD," *MATH-EDU: Jurnal Ilmu Pendidikan Matematika* 8, no. 1 (2023): 80–87; M. Misniati et al., "Pengembangan Asesmen Pendidikan Agama Islam Dan Budi Pekerti Bentuk Quizizz Offline Mode Kertas Tentang Keragaman Pada Materi Al-Qur'an Dan Hadits Di SDN 13 Pasar Remaja Kota Sawahlunto," *Indonesian Research Journal on Education* 4, no. 4 (2024): 266–75.

¹⁰ N. I. Rahmawati et al., "Penggunaan Quizizz Sebagai Media Asesmen Formatif Untuk Meningkatkan Minat Belajar Ekonomi Materi Sistem Pembayaran," *Innovative: Journal Of Social Science Research* 3, no. 2 (2023): 7236–48.

¹¹ M. D. Azzahra and P. Pramudiani, "Pengaruh Quizizz Sebagai Media Interaktif Terhadap Minat Belajar Siswa Pada Pelajaran Matematika Kelas V Di Sekolah Dasar," *Jurnal Cendekia: Jurnal Pendidikan Matematika* 6, no. 3 (2022): 3203–13; N. Hafiyya and M. S. Hadi, "Implementasi Quizizz Sebagai Media Pembelajaran Berbasis Education Game Terhadap Peningkatan Motivasi Belajar Matematika," *Community Development Journal: Jurnal Pengabdian Masyarakat* 4, no. 2 (2023): 1646–52.

¹² M. C. D. Kurniawan and M. M. Huda, "Pengaruh Penggunaan Quizizz Sebagai Latihan Soal Terhadap Hasil Belajar Siswa Kelas V SD," *Jurnal Pena Karakter* 3, no. 1 (2020): 37–41; S. Mulyati and H. Evendi, "Pembelajaran Matematika Melalui Media Game Quizizz Untuk Meningkatkan Hasil Belajar Matematika SMP," *GAUSS: Jurnal Pendidikan Matematika* 3, no. 1 (2020): 64–73; A. Jong and Y. T. B. Tacoh, "Pemanfaatan Aplikasi Quizizz Untuk Meningkatkan Motivasi Belajar Siswa," *Jurnal Dimensi Pendidikan Dan Pembelajaran* 12, no. 1 (2024): 131–47; R. Fauziah and M. S. Hadi, "Analisis Efektivitas Dan Manfaat Quizizz Paper Mode Dalam Pembelajaran Interaktif Di Kelas III SDN Singabaja 02," *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah* 8, no. 3 (2023): 2721–30.

¹³ S. Noor, "Penggunaan Quizizz Dalam Penilaian Pembelajaran Pada Materi Ruang Lingkup Biologi Untuk Meningkatkan Hasil Belajar Siswa Kelas X.6 SMA 7 Banjarmasin," *Jurnal Pendidikan Hayati* 6, no. 1 (2020): 1–7.

¹⁴ M. Ardiansyah, "Efektivitas Penggunaan Platform Quizizz Dalam Meningkatkan Minat Dan Pemahaman Konsep Matematika," *Jurnal LPPM Unindra* 6, no. 3 (2022).

Integrated Social Studies is still low. Students showed passive participation and felt bored because the assessments used were monotonous and less interactive. Interviews with social studies teachers also showed that the use of technology in assessment is still very limited due to lack of skills and adequate training.

Although most students in the current digital era are accustomed to interacting with various technological devices outside the school environment, the utilization of technology in formal learning activities is still relatively minimal and has not reached the optimal level. In fact, educational platforms such as Quizizz offer a more innovative and interactive approach to learning, which is specifically in line with the distinctive characteristics of Generation Z, a generation that tends to have a preference for fast, visual and competitive digital media. Therefore, the development of Quizizz-based formative assessments in Integrated Social Studies subjects is the right step to answer this need.

Through the development of Quizizz-based digital formative assessments, it is hoped that the learning evaluation process will be more interesting, efficient, and able to increase the learning interest of ninth grade students at SMP Negeri 1 Mandau. This research is focused on developing and testing Quizizz-assisted formative assessments and evaluating the extent of their influence on increasing students' interest in learning.

RESEARCH METHODS

This research uses a Research and Development (R&D) approach. The ADDIE model stands for Analysis, Design, Development, Implementation, and Evaluation. This model is used to develop and validate products in the field of education such as assessments, media, and learning strategies.

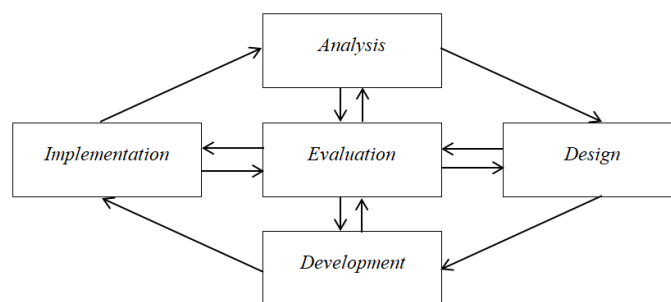


Figure 1. ADDIE Development Model

The stages of developing this Quizizz-based formative assessment refer to the ADDIE stages according to Rayanto & Sugianti¹⁵, as follows:

¹⁵ Y. H. Rayanto and Sugianti, *Penelitian Pengembangan Model ADDIE Dan R2D2: Teori & Praktek* (Lembaga Academic & Research Institute, 2020).

1. Analysis Stage. At this stage, an analysis of the assessment needs and feasibility of product development is carried out. The analysis was carried out by interviewing teachers and students and studying the curriculum. The results of the analysis show the need for an assessment that is interesting and in accordance with the characteristics of Generation Z.
2. Design Stage. Designing Quizizz-based assessments that are interesting and in accordance with the basic competencies of social studies class IX. Design includes making question grids, multiple choice questions, and formative assessment planning by utilizing Quizizz.
3. Stage development. This stage realizes the product design into digital form on the Quizizz platform. The product is then validated by material, media, and language experts. After a limited trial was conducted in class IX.2 SMP Negeri 1 Mandau.
4. Implementation Stage. The revised product is then implemented on a wider scale in class IX SMP Negeri 1 Mandau. At this stage, data on students' interest in learning was collected and the effectiveness of the assessment was observed.
5. Evaluation stage. Evaluation is carried out thoroughly to determine the success of the products developed in increasing learning interest and the effectiveness of formative assessments.

This research was conducted at SMP Negeri 1 Mandau, Bengkalis Regency, Riau Province, with the research subjects being class IX students. Data collection techniques included interviews, questionnaires, and documentation. The data analysis used is descriptive analysis and t test (Paired Sample T-Test) to see the difference in learning interest before and after being given formative assessments by utilizing Quizizz.

The basis for decision making for the validity of the assessment refers to the criteria presented in the following table.

Table 1. Level of Feasibility Based on Average Percentage

Percentage	Validity Criteria	Validity Level
81%-100%	Very good	Very feasible/very valid/no need to revise
61%-80%	Good	Feasible/valid/no need to revise
41%-60%	Fair	Less feasible / less valid / needs to be revised
21%-40%	Less	Not feasible/not valid/needs revision
0-20%	Very less	Very inappropriate/very invalid/needs revision

Source: Fatmawati¹⁶

¹⁶ A. Fatmawati, "Pengembangan Perangkat Pembelajaran Konsep Pencemaran Lingkungan Menggunakan Model Pembelajaran Berdasarkan Masalah Untuk SMA Kelas X," *Edu Sains: Jurnal Pendidikan Sains Dan Matematika* 4, no. 2 (2016).

Based on the above criteria, the development of learning assessments using Quizizz can be said to be valid if it meets the criteria of 80-100 of all elements contained in the validation assessment questionnaire for material, media, language, teachers, and students.

The hypothesis testing used is the t-test to observe the improvement in students' learning interest. The following is the basis for decision-making in the Paired Sample T-Test:

Ho: There is no difference in the average interest in learning of students before and after the use of formative assessments

Ha: There is a difference in the average interest in learning of students before and after the use of formative assessments

If the Sig value. (2-tailed) < 0.05 , then Ho is rejected and Ha is accepted.

If the Sig value. (2-tailed) > 0.05 , then Ho is accepted and Ha is rejected.

RESULT AND DISCUSSION

The findings from this development research, based on the phases of the ADDIE development model, are as follows.

Analysis Stage

The analysis stage is the first step in the Quizizz-based formative assessment development process. At this stage, researchers identify problems and needs that are the basis for the need for digital-based assessment innovations that are more interesting and relevant for generation Z students.

The results of interviews with ninth grade Integrated Social Studies teachers at SMP Negeri 1 Mandau show that the assessments that have been used so far are still conventional, namely in the form of written tests using paper. The teacher said that the method is not effective because it is not interesting for students and tends to be monotonous. In addition, the continuous use of paper is considered not environmentally friendly and has an impact on wasting the school budget.

From the results of the questionnaire distributed to students, it is known that most students feel less interested in participating in the social studies assessment. This is because the form of questions presented is less interactive and boring. Some students even said that they were more enthusiastic when teachers used digital platforms such as quizzes or application-based games in learning activities.

The last stage in the needs analysis is curriculum analysis. As a basis for developing formative assessments, researchers first refer to the Learning Implementation Plan (RPP) document for Integrated Social Studies class IX. This document contains important components such as Basic Competencies (KD), learning objectives, concept maps, subject matter, learning steps, and

assessment. The analysis of lesson plans was conducted to ensure that the assessments developed were in line with the competencies to be achieved by students in accordance with Curriculum 2013. The details of the KD and learning objectives used as the basis for developing formative assessments can be seen in Table 2 below:

Tabel 2. Analysis of KD and Learning Objectives as the Basis for Formative Assessment Development

KD (Basic Competency)	Learning Objectives
3.4 Analyze the chronology, changes and continuity of space (geographical, political, economic, educational, social, cultural) from the beginning of independence to the beginning of reform.	<p data-bbox="815 584 1292 629"><u>First Meeting</u></p> <ol data-bbox="815 629 1292 1323" style="list-style-type: none"> 1. Learners can identify what preparations were made for Indonesian independence 2. Learners can analyze what events happened before the proclamation of independence. 3. Learners can understand how the crnology of the proclamation of independence happened 4. Learners can understand who were the figures who participated in the preparation and implementation of independence. 5. Learners can understand how the people responded to the proclamation of Indonesian independence.
4.4 Present the results of an analysis of the chronology, changes and continuity of space (geographical, political, economic, educational, social, cultural) from the beginning of independence to the beginning of reform.	<p data-bbox="815 1323 1292 1368"><u>Second Meeting</u></p> <ol data-bbox="815 1368 1292 1695" style="list-style-type: none"> 1. Learners can explain the formation of the Unitary State of the Republic of Indonesia 2. Learners can analyze the figures who played a role in the proclamation of independence and the process of forming the Unitary State of the Republic of Indonesia

Design Stage

The design stage is divided into 3 stages, namely: designing the format and structure of the assessment, designing the quiz display, and creating a prototype of the formative assessment. The initial design began by reviewing the basic competencies and learning objectives of Integrated Social Studies class IX as a basis for developing assessments. Researchers designed the question

format in the form of multiple choice questions arranged sequentially according to indicators of competency achievement.

The quiz design was then developed using the Quizizz platform by organizing various elements such as quiz title, material topic, grade level, processing time, and automatic feedback system. To increase student interest, researchers activated visual features such as timers, leaderboards, and color themes according to the context of nationalism with illustrations of red and white flag images relevant to the material of the Proclamation of Indonesian Independence. The questions are created directly in the Quizizz system, with predetermined correct or incorrect answer options. The platform also provides visual options when students answer correctly (in green and the score increases) or incorrectly (in red and the correct answer is still displayed).

After the initial design was completed, the researcher continued with the creation of the assessment prototype as an initial trial version. This prototype is arranged based on the sequence of questions that have been adjusted to the learning objectives. Furthermore, this assessment will be tested for validity and practicality through expert validation and limited trials. The quiz that has been developed covers all learning indicators on the material of preparation and proclamation of Indonesian independence and is arranged systematically to help students understand the material in a fun, interactive and in-depth manner.

The following figure shows one example of a quiz display developed using Quizizz.

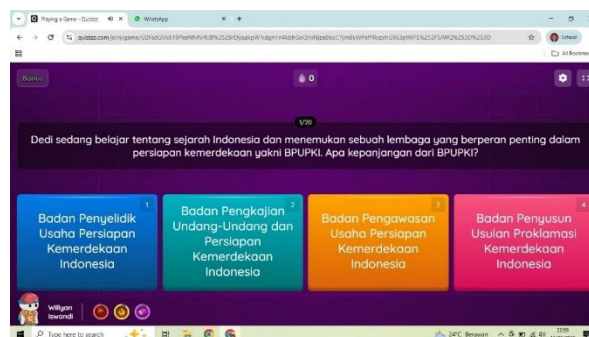


Figure 2. Formative Assessment View in Quizizz Platform

Development Stage

The development stage is carried out to test the validity of the Quizizz-based formative assessment before it is used in learning. There are three important stages in this phase, namely validation by assessment experts, media experts, and linguists. The validation process was carried out on May 5-12 by three lecturers from various fields of expertise. Each provided an assessment based on the validation sheet that had been prepared, as well as input for product improvement.

1. Validation by Assessment Experts

Assessment validation was carried out by Economic Education lecturers at Riau University by assessing aspects of assessment content, concept accuracy, novelty, and suitability for learning. The suggestions given by the assessment validator for the formative assessment can be seen in the following figure.

A. KISI-KISI
Mata Pelajaran : IPS Terpadu
Kelas : 9
Materi : Persiapan Kemerdekaan Indonesia

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Jenis Soal	Jumlah Soal	Nomor Soal
Memahami proses persiapan kemerdekaan Indonesia	Peserta didik mampu menjelaskan peran BPUPKI dan PPKI	Pilihan Ganda	4 soal	1, 10, 11, 15
Memahami peristiwa menjelang proklamasi kemerdekaan	Peserta didik mampu menjelaskan peristiwa penting menjelang proklamasi	Pilihan Ganda	5 soal	2, 9, 16, 17, 18
Memahami kronologi peristiwa proklamasi	Peserta didik mampu menjelaskan kronologi peristiwa proklamasi	Pilihan Ganda	3 soal	8, 12, 13,
Memahami peran tokoh-tokoh penting	Peserta didik mampu menjelaskan peran tokoh dalam proses persiapan kemerdekaan	Pilihan Ganda	4 soal	3, 14, 19, 20
Memahami sambutan rakyat terhadap proklamasi	Peserta didik mampu menjelaskan reaksi rakyat setelah proklamasi kemerdekaan	Pilihan Ganda	4 soal	4, 5, 6, 7

assessment grid needs to be created

Figure 3. Display of Grids for Formative Assessment Before and After Improvement

After making improvements based on suggestions and input from the assessment validator, the validation results showed an average score of 3.50 (87.5%) which was categorized as very valid.

2. Validation by Media Expert

Media validation was carried out by Riau University Economics Education lecturers by assessing aspects of visual appearance, color selection, interactive media, and text clarity. The suggestions given by media validators on formative assessments can be seen in the following figure.

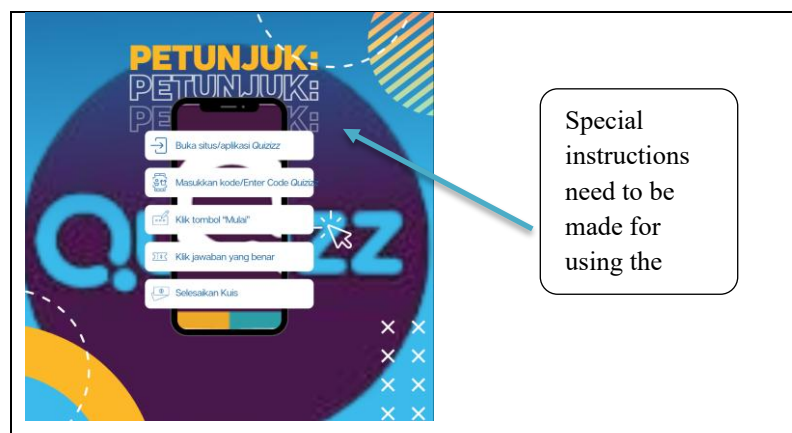


Figure 4. Display of Instructions for Using the Quiz Before and After Improvement

After making improvements based on suggestions and input from the assessment validator, the media validation results obtained an average score of 3.58 (89.59%) and were declared very feasible to use in learning.

3. Validation by Language Experts

The linguistic validation was carried out by Indonesian Language Education lecturers by assessing the suitability of the language used in the questions with linguistic rules. The suggestions given by the language validator on the formative assessment can be seen in the following figure.

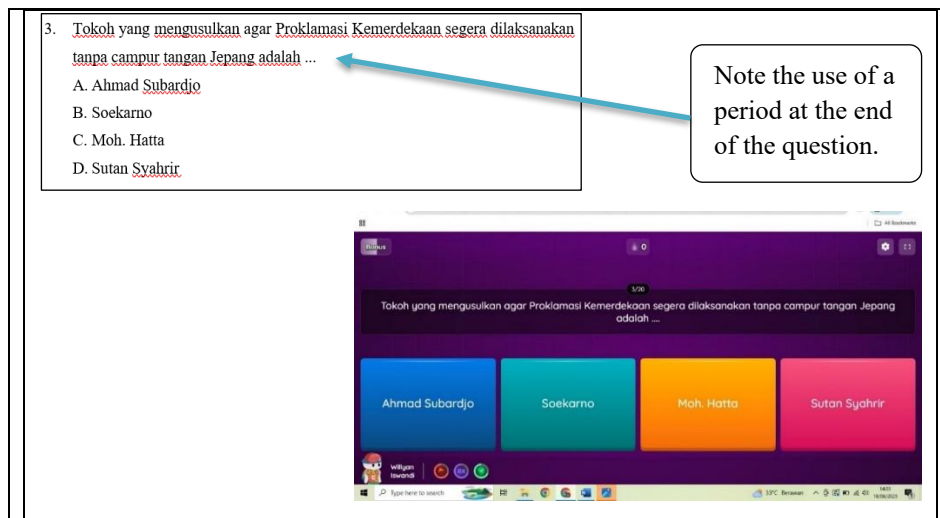


Figure 5. View of Use of Periods at the End of Questions Before and After Improvement

After making improvements based on the suggestions and input from the assessment validators, the validation results obtained an average score of 3.75 (93.75%) and were declared very valid in language.

After all revisions from the three experts were applied, the assessment was declared feasible and ready to be tested in the Integrated Social Studies learning process in class IX. This validation is an important basis to ensure the quality of the assessment both from the aspects of content, media, and language.

Implementation Stage

At the implementation stage, formative assessments that have gone through the validation process and have been revised based on suggestions and input will then be tested. The aim is to see the response of students and teachers to the formative assessment developed, and also to evaluate its effectiveness in enhancing students' interest in learning. The values obtained will then be analyzed using the t test.

1. Learning implementation test results

The implementation of the use of formative assessments in this study was analyzed based on observation data on learner and teacher activities during two learning meetings. The following table shows the results of these observations.

Table 3. Learning Implementation for Two Meetings

Learning Activities	Percentage (%)	Criteria
First Meeting	60	Good enough
Second Meeting	100	Very Good
Average	80	Good

The table above shows the results of observations of the implementation of Quizizz-based formative assessments for two meetings. At the first meeting, the implementation of the assessment was in the “Good Enough” category with an average of 60%. This is due to some students who still need time to adjust to using the application and understand the format of digital questions.

Meanwhile, in the second meeting, the implementation increased to the “Very Good” category with an average of 100%. This increase shows that students are getting used to using the Quizizz platform and are able to take the assessment smoothly independently and in groups.

Overall, the average implementation of both meetings was 80%, which was classified in the “Good” category. These results indicate that the Quizizz-based formative assessment can be implemented well and the effectiveness of its implementation increases from the first meeting to the second meeting.

2. The results of the paired sample t test

In this study, researchers wanted to find out whether there was a change in the average interest in learning of students before and after being given a formative assessment by utilizing Quizizz. The following are the results of the t test on students’ interest in learning.

Tabel 4. The results of the t test.

	Paired Samples Test								
	Paired Differences					t	df	Significance	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
				Lower	Upper				
Interest After – Before	5,42000	6,00346	1,06127	,25552	,58447	,107	31	,001	,001

Based on the table above, it can be seen that the Sig. (2-tailed) learning interest obtained a lift of $0.001 < 0.05$, then H_0 was rejected and H_a was accepted. So it can be concluded that there is an average difference in learning interest before and after, which means that there is an effect of using formative assessments by utilizing Quizizz in increasing students' interest in learning.

3. Results of student responses to formative assessments by utilizing Quizizz

The student response questionnaire for the formative assessment includes three aspects of assessment, namely the use aspect, material aspect, and display aspect. The following are the results of student responses to formative assessments by utilizing Quizizz.

Table 5. Results of Student Responses to Formative Assessments.

No	Assessment Indicator	Average	Percentage
1	Usage Aspect	3,563	89,06%
2	Material Aspect	3,656	91,41%
3	Display Aspect	3,688	92,19%
Total/Average		3,636	90,89%

Based on the table above, it can be seen that formative assessments using Quizizz are categorized as very feasible to use and obtain very good criteria. This indicates that formative assessment by utilizing Quizizz is very practical to use in the learning process.

Evaluation Stage

In this research, the evaluation stage consists of formative evaluation and summative evaluation. Formative evaluation is carried out at the end of each development stage, while summative evaluation is carried out after the assessment is validated by experts and tested on students.

In the formative evaluation, the analysis stage begins with identifying the needs for assessment development through interviews with social studies teachers and distributing questionnaires to students. This information became the basis for determining the direction and content of the assessment to be developed. The design stage includes designing the question format, assessment structure, quiz display, and prototyping using the Quizizz platform. Then, the development stage is carried out through a validation process by three experts, namely assessment experts, media experts, and linguists. Each validator provided input and suggestions for improvement which were used to perfect the assessment before it was tested.

Meanwhile, summative evaluation was conducted after the validation process was completed and the formative assessment was applied in learning. This evaluation includes observing the implementation of the assessment in two meetings to find out the extent to which the

assessment can be used effectively in the classroom. The summative evaluation results showed that the Quizizz-based formative assessment was declared highly valid by experts and showed good to excellent implementation in its implementation. This finding confirms that the developed assessment is feasible to use to increase students' engagement and understanding in Integrated Social Studies subjects.

CONCLUSION

Based on the results of the research and development carried out, it can be concluded that the Quizizz-based formative assessment developed is classified as very valid and feasible for use in class IX Integrated Social Studies learning. The development process follows the ADDIE model which includes analysis, design, development, implementation, and evaluation stages. The results of validation by assessment, media, and language experts show that this assessment meets the criteria of content correctness, clarity of presentation, language suitability, and media attractiveness. The implementation of the assessment in two meetings showed a significant increase in implementation, from the "Good Enough" category to "Very Good", with the overall average being in the "Good" category. The advantages of this assessment are its interactive appearance, direct feedback given to students, and the ease of use of the Quizizz platform that encourages active involvement of learners. However, the disadvantages lie in the need for initial adjustment for students who are not familiar with the digital format as well as technical limitations on some of the devices used. Overall, this assessment has the potential to be an effective, interesting, and appropriate alternative evaluation for 21st century learning needs, especially in encouraging student interest and deepening material understanding in a fun way.

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