



# Using Quizziz Application to Make Online Evaluations during Covid-19 Pandemic: Teacher Competency Training

Setiyani<sup>1</sup>, Sri Sumarwati<sup>2</sup>, Apri Dwi Astuti<sup>3</sup>, Dina Pratiwi Dwi Santi<sup>4</sup>, Try Suprayo<sup>5</sup>

1,3,4 Universitas Swadaya Gunung Jati Cirebon

<sup>2</sup>Universiti Tun Hussein Onn Malaysia, Parit Raja 86400, Batu Pahat, Johor, Malaysia

<sup>5</sup>MTs. Husul Khotimah. Kuningan

E-mail: setiyani@fkip-unswagati.ac.id

#### **Article History:**

Received: Feb 13<sup>th</sup> 2021 Revised: April 17<sup>th</sup> 2021 Accepted: May 31th 2021

**Keywords:** Quizizz, Evaluation Online, Teacher Competency Improvement Abstract: Various problems faced by teachers, students and parents when studying online during a pandemic. The teacher feels the saturation of students studying at home and completing school assignments. Therefore, there is a need for innovation in assigning tasks to be more fun and not a burden. One such innovation is using quizizz. The aim of this service is to improve teacher competence in making online evaluations through the quizizz application . The method used to carry out the service is in the form of lectures, questions and answers, and practice. This activity was attended by 19 teachers at Sadagori 1 Elementary School in Cirebon City. From the results of the community service activities, the teacher's ability to make online guizzes using guizizz increased 100%. Beginner teachers who have never used or know the Quizizz application can easily create and publish quizzes in Google Classroom. The involvement of tutors in each group really helps the teacher to practice makina auizzes usina auizizzes. The participants were very enthusiastic about participating in the training and hoped that this training would be sustainable.

# Introduction

Some of the changes in the 21st century are happening very rapidly and everyone must adapt quickly <sup>1</sup>. Moreover, the pandemic that is still being experienced by Indonesia and the majority of other countries in the world affects all aspects including education. Currently, cellular technology is an important part of organizing teaching and learning activities because it has communication capabilities that are not limited by time and place<sup>2</sup>. As of March 2020 with the issuance of Circular Number 2 of 2020 concerning the

<sup>&</sup>lt;sup>1</sup> Yanawut Chaiyo and Ranchana Nokham, "The Effect of Kahoot, Quizizz and Google Forms on the Student's Perception in the Classrooms Response System," in *2017 International Conference on Digital Arts, Media and Technology (ICDAMT)* (IEEE, 2017), 178–182.

<sup>&</sup>lt;sup>2</sup> Duongdearn Suwanjinda, Suchin Visavateeranon, and Songpon Phadungphatthanakoon, "The Impact of Mobile Technologies-Integrated Cooperative Instruction Workshop for In-Service Science

prevention and handling of Covid-19 within the Ministry of Education and Culture and Circular Number 3 of 2020 for the prevention of Covid-19 in the Education unit, all students from all levels of Education have learned online (online). Some application to support the effectiveness of learning applied by each unit of education vary, for example using the LMS, google classroom, Schoology, Edmodo, etc. <sup>3</sup>. The impact is a shift in the direction of learning, from face-to-face to virtual face-to-face (Pure), the use of technology is the main thing and students are required to learn independently with the role of the teacher as a facilitator.

Facing a pandemic situation that is not certain when it will end, and refers to Permendiknas No. 16 of 2007 regarding academic qualification standards and teacher competencies, it is imperative for teachers to be able to take advantage of IT <sup>4</sup>. The use of the internet as a communication network in the online learning process has begun to be promoted massively <sup>5</sup>. During the pandemic period, the need will be the use of the internet increases by 30 to 40 % <sup>6</sup>. The government through the Ministry of Education and Culture provides quota assistance to teachers, lecturers, and parents / students of 50 GB for one semester to support online learning. It is hoped that the learning process that involves students, teachers and parents can run optimally.

Sadagori 1 Elementary School in Cirebon City is one of the schools that has implemented online learning since 2020. Initially teachers had difficulty implementing Distance Learning due to limited IT capabilities. The lessons that are carried out are only assigning tasks via the Whats App group. Students who do not have mobile phones, come once a week to the school to pick up and turn in assignments. Over time, distance learning was packaged even better. Some teachers use google classroom, make learning videos using materials, kinemaster, inshot, etc. then upload them to you tube. However, the teacher complained that the participation of students who took the test had decreased and the scores obtained were not optimal. Therefore, it is necessary to increase the competence of teachers in providing practice questions to students to make them more meaningful and enjoyable.

Game-based interactive learning activities have become a trend today 7. Several

Teachers," Universal Journal of Educational Research 8, no. 9 (2020): 4287-4293.

<sup>&</sup>lt;sup>3</sup> Siti Zuhriyah and Bambang Widi Pratolo, "Exploring Students' Views in TheUse of Quizizz as an Assessment Tool in English as a Foreign Language (EFL) Class," *Universal Journal of Educational Research* 8, no. 11 (2020): 5312–5317.

<sup>&</sup>lt;sup>4</sup> Suvriadi Panggabean, Elfrianto Nasution, and Ismail Hanif Batubara, "PKM Pelatihan Massive Online Open Course (Mooc) Berbasis Quizizz Bagi Guru Smp Dan Sma Satu Nusa Yayasan Abdurrahman Ayun Binjai," *IHSAN: JURNAL PENGABDIAN MASYARAKAT* 2, no. 2 (2020): 238–247.

<sup>&</sup>lt;sup>5</sup> P Wayan Arta Suyasa et al., "PELATIHAN PEMBUATAN TES INTERAKTIF DENGAN APLIKASI QUIZIZZ BAGI PARA GURU DI SMPN 2 KEDIRI," in *Seminar Nasional Pengabdian Kepada Masyarakat*, vol. 4, 2019, 24–29.

<sup>&</sup>lt;sup>6</sup> Wahyu Nur Hidayat et al., "The Effectiveness of Interactive Digital Evaluation Training for Improving Teacher Skills in the Covid-19 Pandemic Period," in *2020 4th International Conference on Vocational Education and Training (ICOVET)* (IEEE, 2020), 310–314.

<sup>&</sup>lt;sup>7</sup> H Zainol Abidin and F H Kamaru Zaman, "Students' Perceptions on Game-Based Classroom

online test applications develop quickly and can be accessed for free, one of which is quizizz. Quizizz is an online game-based educational application<sup>8</sup>, which brings multiplayer activities to virtual, interactive, fun classrooms <sup>9</sup> and is very well known as an assessment application<sup>10</sup>. Quizizz not a game application in general, but only use game elements to create something like a game <sup>11</sup> as there are avatars, themes, memes, and music to cheer up in the learning process. Teacher can monitor the process of the students live/live and download the report when the quiz is completed to evaluate the performance of students. Using this application helps stimulate student interest and increase concentration <sup>12</sup>. Besides being used together at the same time, quizizz can also be used as an exercise/homework that can be done at another time/day by providing a certain time limit. There are two quizizz modes, namely the creator/creator mode (via quizizz.com) in this case the teacher and student mode (via quizizz.com/join) in this case the student<sup>13</sup>. Every student who joins does not need to create a quizizz account, they can join directly by using the game code shared by the teacher <sup>14</sup>.

Based on the analysis of the problem situation experienced by partners (Sadagori 1 Cirebon City), several problems related to online learning can be identified, namely: lack of student interest and motivation when doing tests, lack of teacher understanding in making online-based tests. games , Teachers have the ability to apply IT but online learning still tends to be monotonous and less varied. Therefore the community service's team will hold training and assistance in making questions with the quizizz application to improve the professional competence of teachers at Sadagori 1, Cirebon City.

Response System in a Computer Programming Course," in 2017 IEEE 9th International Conference on Engineering Education (ICEED) (IEEE, 2017), 254–259.

<sup>&</sup>lt;sup>8</sup> Fang Zhao, "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom.," *International Journal of Higher Education* 8, no. 1 (2019): 37–43.

<sup>&</sup>lt;sup>9</sup> Bekti Mulatsih, "Penerapan Aplikasi Google Classroom, Google Form, Dan Quizizz Dalam Pembelajaran Kimia Di Masa Pandemi Covid-19," *Jurnal Karya Ilmiah Guru* 5, no. 1 (2020): 16–26.

<sup>&</sup>lt;sup>10</sup> Derya Orhan Göksün and Gülden Gürsoy, "Comparing Success and Engagement in Gamified Learning Experiences via Kahoot and Quizizz," Computers & Education 135 (2019): 15–29.

<sup>&</sup>lt;sup>11</sup> Muhammad Dafit Pitoyo, "Gamification Based Assessment: A Test Anxiety Reduction through Game Elements in Quizizz Platform," *IJER (Indonesian Journal of Educational Research)* 4, no. 1 (2019): 22–32.

<sup>&</sup>lt;sup>12</sup> Leony Sanga Lamsari Purba, "Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe Two Stay-Two Stray (TS-TS) Terhadap Hasil Belajar Dan Aktivitas Belajar Siswa Pada Pokok Bahasan Koloid," *EduMatSains: Jurnal Pendidikan, Matematika dan Sains* 1, no. 2 (2017): 137–152.

<sup>&</sup>lt;sup>13</sup> Syahilah Md Saleh and Hajar Sulaiman, "Gamification in T&L of Mathematics: Teacher's Willingness in Using Quizizz as an Additional Assessment Tool," in *AIP Conference Proceedings*, vol. 2184 (AIP Publishing LLC, 2019), 30005.

<sup>&</sup>lt;sup>14</sup> Agus Suharsono, "Penggunaan Aplikasi Quizizz Dalam Pelatihan Dasar CPNS KEMENKEU Generasi Milenial," *Jurnal Kajian, Penelitian dan Pengembangan Kepribadian* 11, no. 1 (2020): 60–66.

#### Method

Community Service activities with the topic of gamification quizizz: training to increase teacher competence in making online evaluations during the pandemic was held on February 24, 2021 at Sadagori I Elementary School in Cirebon City. This activity was attended by 19 teachers of Sadagori 1 elementary school consisting of class teachers and several subject teachers. The speakers in the quizizz training are Setiyani, M.Pd and Try Suprayo, S.Pd., MOS who have expertise in technology and have written a book entitled "Online Quiz From A to Z" which is published nationally. The method in this service is carried out by the method of lecturing, question and answer, and practice. The flow of this service activity is as follows.



Figure 1. Flow of Community Service Activities

The following is a complete description of the activities carried out at each stage of the community service :

# **Observation Stage**

The team conducted observations at the partner's location, namely Sadagori I Elementary School in Cirebon City with the aim of knowing the conditions and problems faced by the partners, conducting interviews with several teachers, asking for permission from the school principal to carry out community service. At the observation stage, the partners' problems and letters of willingness were obtained.

# Planning Stage

After observing the community service partner's place, the service team planned training activities to increase teacher competence in making game-based online evaluations, namely quizizz. The team prepared a learning module, compiled a response questionnaire, unstructured interviews, and finalized the concept of gamification as an online evaluation tool. The team plans community service activities from start to finish.

# **Problem Solution Stage**

At the partner problem solution stage, the implementation of activities in the form of training and quizizz simulations was carried out. The team provides assistance from account creation to simulation. Finally, an evaluation is carried out to see the teacher's

response regarding the training that has been carried out, convey valuable lessons learned, and conduct structured interviews.

#### **Evaluation Phase**

The evaluation stage is the final stage of a series of community service activities. At this stage, a comprehensive evaluation of activities is carried out and preparations for making mandatory outputs and additional community service.

#### **Result and Discussion**

Teacher competency improvement training in the form of making online evaluation tools can be used in online and offline learning. Quizizz includes applications that are easy to make and use. This application is free, interactive, great fun and can be accessed anywhere and anytime, only requires a quota.

A series of training activities to increase teacher competence in making online evaluations during the pandemic began at the preliminary stage on January 28<sup>th</sup>, 2021. In the preliminary stage several partner problems were obtained including: low interest and student motivation when doing tests, lack of understanding of teachers in making online-based tests, teachers have the ability to apply IT but online learning still tends to be monotonous and less varied. Furthermore, the community service team coordinates with the principal to determine the time and place for the training.

At the partner solution stage, it is divided into three activities, namely planning, implementation and evaluation activities. Planning activities were carried out on February 22<sup>nd</sup>, 2021. The community service team and partners (schools) made improvements related to the facilities and infrastructure to be used, the event schedule and the material to be delivered. The community service team also prepared several service instruments such as observation sheets and made a questionnaire on teacher responses to the quizizz application.

Furthermore, the implementation of quizizz making training was carried out on February 24<sup>th</sup>, 2021. This activity was attended by 19 teachers from Sadagori 1 consisting of class teachers and several subject teachers. At the beginning of the event the team delivered material on how to create an account, introduced all tools to the quizizz, teleported, made mathematical equations, provided examples of input questions of multiple choice types, true false, check boxes, made arrangements, upload questions, publish live or homework and share a link to google classroom. After the presentation of the material, then the guided practice teacher used the quizizz application assisted by a tutor in each group. The documentation during training can be seen in Figure 2 below.





Figure 2. Making Practice Activities

During the presentation of the material and guided practice, all teachers were active and enthusiastic in participating in the training. The teacher does not hesitate to ask questions when experiencing problems. One of the screenshots of the quizizz results that the teacher has uploaded can be seen in Figure 3.



Figure 3. Quizizz Code

Furthermore, to see how the teacher responded to the making of the quizizz application as a gamification-based digital learning medium, the team gave a questionnaire at the end of the session.

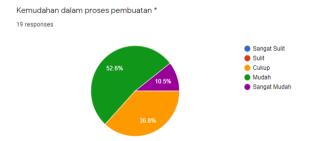


Figure 4. Recapitulation of the Quizizz Making Process

Based on Figure 4, as many as 52.6% of the teachers find it easy to make quizizz even though this is the first experience for the teachers. This is in line with the results of Fazriyah's dedication, that as many as 30 participants were able to create and post quizizz on the web  $^{15}$ .

 $<sup>^{\</sup>rm 15}$  Nurul Fazriyah, Cartono Cartono, and Rolly Maulana Awangga, "Pelatihan Aplikasi Pembelajaran

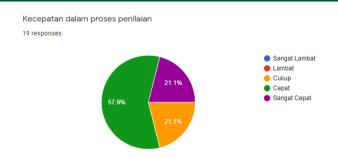


Figure 5. Speed in Assessment Quizizz Making Process

Based on Figure 5, as many as 57.9% of teachers rated the quizizz application can provide speed in assessment. This application provides data and statistics in the form of excel spreadsheets, so that teachers can quickly see student performance  $^{16}$   $^{17}$ .

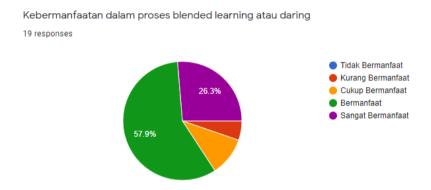


Figure 6. Use of Ouzizz in Blended Learning and Online Processes

Based on Figure 6, as many as 57.9% of teachers feel the quizizz application is useful in the blended learning process or online learning. This is in line with Salsabila, et al. that Quizizz is an effort to accommodate learning media problems in Indonesia that cannot be applied conventionally<sup>18</sup>. Therefore, the existence of this quizizz application really helps educators in providing fun quizzes and does not have to be face-to-face in class.

Quizizz Di Sekolah Dasar Kota Bandung," *ETHOS: Jurnal Penelitian dan Pengabdian kepada Masyarakat* 8, no. 2 (2020): 199–204.

<sup>&</sup>lt;sup>16</sup> Dessy Dwitalia Sari and Tika Puspita Widya Rini, "BIMBINGAN TEKNIS PEMBELAJARAN DARING MENGGUNAKAN APLIKASI QUIZIZZ BAGI GURU SEKOLAH DASAR PADA MASA PANDEMI COVID-19," *Jurnal Pendidikan dan Pengabdian Masyarakat* 3, no. 4 (2020).

<sup>&</sup>lt;sup>17</sup> Setia Widia Rahayu and Eka Widyawati, "WORKSHOP PEMBELAJARAN BERBANTU SOFTWARE QUIZIZZ UNTUK MENINGKATKAN INOVASI DALAM PEMBELAJARAN DARING DI MASA PENDEMI COVID-19," *Jurnal Pengabdian Masyarakat Borneo* 4, no. 2 (2020): 107–111.

<sup>&</sup>lt;sup>18</sup> Unik Hanifah Salsabila et al., "Pemanfaatan Aplikasi Quizizz Sebagai Media Pembelajaran Ditengah Pandemi Pada Siswa SMA," *Jurnal Ilmiah Ilmu Terapan Universitas Jambi| JIITUJ|* 4, no. 2 (2020): 163–173.



Figure 7. Quizizz Brings a Competitive Spirit

Based on Figure 7, as many as 52.6% of teachers agree that quizizz fosters the spirit of student competition. Through the quizizz application, students compete with each other by seeing their rank directly <sup>19</sup>. Indirectly, the desire to be the best performer can motivate students to learn.



Figure 8. Quizizz Design

Based on Figure 8, 63.2% of the teachers considered that the quizizz application had an attractive appearance and the sound of music that did not interfere with the concentration of students working on the questions. This is in line with Wahyudi which states that quizizz is supported by music, so that students are more enthusiastic in working on questions <sup>20</sup>.

#### **Discussion**

Training of teachers at Sadagori 1 Elementary School in Cirebon City in making online quizzes using the quizizz application improves teacher skills, especially in the IT field. In addition, this activity also provides a stimulus for teachers to get to know other applications that are similar to quizizz such as kahoot, typeform, etc. Increasing the ability

<sup>&</sup>lt;sup>19</sup> Mulatsih, "Penerapan Aplikasi Google Classroom, Google Form, Dan Quizizz Dalam Pembelajaran Kimia Di Masa Pandemi Covid-19."

<sup>&</sup>lt;sup>20</sup> Wahyudi Wahyudi, Intan Sari Rufiana, and Dwi Avita Nurhidayah, "Quizizz: Alternatif Penilaian Di Masa Pandemi Covid-19," *Jurnal Ilmiah Soulmath: Jurnal Edukasi Pendidikan Matematika* 8, no. 2 (2020): 95–108.

of teachers in the IT field will provide better variety in learning, especially when online. The teacher's ability to operate learning tools has increased by successfully creating a question bank in the quizizz application<sup>21</sup>. This indicates that all the tools in the quizizz application are not complicated or difficult, so that even beginners can easily create online quizzes using quizizz. As an additional output from this community service activity, the team collaborated with Kabar Cirebon (National Newsletter) to publish news in printed and electronic newspapers. The community service news was published on Monday, March 1<sup>st</sup>, 2021 with the title "Increase Creativity, UGJ FKIP Lecturers Provide Elementary Teacher Training"

#### Conclussion

The training of teachers at Sadagori 1 Elementary School Cirebon City in making online quizzes using the quizizz application went smoothly and received positive responses and was able to improve teacher skills, especially in the IT field. During the training, the teachers were enthusiastic, noted explanations that were not listed on the powerpoints, and were enthusiastic in following the presenter's instructions. Some indicators of success in this training include the increased understanding of teachers in making online quizzes using quizizz, the number of teachers who take training as planned, and teachers being able to operate the quizizz application in online learning.

# Acknowledgements

The community service team would like to thank the Community Service at Gunung Jati Swadaya University for providing a grant with contract number 02 / LPM-UGJ / I / 2021 and Sadagori 1 Elementary School in Cirebon City.

### Reference

Abidin, H Zainol, and F H Kamaru Zaman. "Students' Perceptions on Game-Based Classroom Response System in a Computer Programming Course." In 2017 IEEE 9th International Conference on Engineering Education (ICEED), 254–259. IEEE, 2017.

Chaiyo, Yanawut, and Ranchana Nokham. "The Effect of Kahoot, Quizizz and Google Forms on the Student's Perception in the Classrooms Response System." In 2017 International Conference on Digital Arts, Media and Technology (ICDAMT), 178–182. IEEE, 2017.

Fazriyah, Nurul, Cartono Cartono, and Rolly Maulana Awangga. "Pelatihan Aplikasi

 $<sup>^{21}</sup>$ Rizky Rizky, "PEMBERDAYAAN PROGAM PEMBELAJARAN BLENDED LEARNING KEPADA GURU DENGAN MODEL GAMIFIKASI," Jurnal Penelitian dan Pengabdian Kepada Masyarakat UNSIQ 8, no. 1 (2021): 111–117.

- Pembelajaran Quizizz Di Sekolah Dasar Kota Bandung." *ETHOS: Jurnal Penelitian dan Pengabdian kepada Masyarakat* 8, no. 2 (2020): 199–204.
- Göksün, Derya Orhan, and Gülden Gürsoy. "Comparing Success and Engagement in Gamified Learning Experiences via Kahoot and Quizizz." *Computers & Education* 135 (2019): 15–29.
- Hidayat, Wahyu Nur, Hary Suswanto, Chandra Wijaya Kristanto, Afista Pramudya Wardhani, Achmad Hamdan, and Rahajeng Kartika Sari. "The Effectiveness of Interactive Digital Evaluation Training for Improving Teacher Skills in the Covid-19 Pandemic Period." In 2020 4th International Conference on Vocational Education and Training (ICOVET), 310–314. IEEE, 2020.
- Mulatsih, Bekti. "Penerapan Aplikasi Google Classroom, Google Form, Dan Quizizz Dalam Pembelajaran Kimia Di Masa Pandemi Covid-19." *Jurnal Karya Ilmiah Guru* 5, no. 1 (2020): 16–26.
- Panggabean, Suvriadi, Elfrianto Nasution, and Ismail Hanif Batubara. "PKM Pelatihan Massive Online Open Course (Mooc) Berbasis Quizizz Bagi Guru Smp Dan Sma Satu Nusa Yayasan Abdurrahman Ayun Binjai." *IHSAN: JURNAL PENGABDIAN MASYARAKAT* 2, no. 2 (2020): 238–247.
- Pitoyo, Muhammad Dafit. "Gamification Based Assessment: A Test Anxiety Reduction through Game Elements in Quizizz Platform." *IJER (Indonesian Journal of Educational Research)* 4, no. 1 (2019): 22–32.
- Purba, Leony Sanga Lamsari. "Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe Two Stay-Two Stray (TS-TS) Terhadap Hasil Belajar Dan Aktivitas Belajar Siswa Pada Pokok Bahasan Koloid." *EduMatSains: Jurnal Pendidikan, Matematika dan Sains* 1, no. 2 (2017): 137–152.
- Rahayu, Setia Widia, and Eka Widyawati. "WORKSHOP PEMBELAJARAN BERBANTU SOFTWARE QUIZIZZ UNTUK MENINGKATKAN INOVASI DALAM PEMBELAJARAN DARING DI MASA PENDEMI COVID-19." *Jurnal Pengabdian Masyarakat Borneo* 4, no. 2 (2020): 107–111.
- Rizky, Rizky. "PEMBERDAYAAN PROGAM PEMBELAJARAN BLENDED LEARNING KEPADA GURU DENGAN MODEL GAMIFIKASI." Jurnal Penelitian dan Pengabdian Kepada Masyarakat UNSIQ 8, no. 1 (2021): 111–117.
- Saleh, Syahilah Md, and Hajar Sulaiman. "Gamification in T&L of Mathematics: Teacher's Willingness in Using Quizizz as an Additional Assessment Tool." In *AIP Conference Proceedings*, 2184:30005. AIP Publishing LLC, 2019.
- Salsabila, Unik Hanifah, Iefone Shiflana Habiba, Isti Lailatul Amanah, Nur Asih Istiqomah, and Salsabila Difany. "Pemanfaatan Aplikasi Quizizz Sebagai Media Pembelajaran Ditengah Pandemi Pada Siswa SMA." *Jurnal Ilmiah Ilmu Terapan Universitas Jambil JIITUJI* 4, no. 2 (2020): 163–173.
- Sari, Dessy Dwitalia, and Tika Puspita Widya Rini. "BIMBINGAN TEKNIS PEMBELAJARAN

- DARING MENGGUNAKAN APLIKASI QUIZIZZ BAGI GURU SEKOLAH DASAR PADA MASA PANDEMI COVID-19." *Jurnal Pendidikan dan Pengabdian Masyarakat* 3, no. 4 (2020).
- Suharsono, Agus. "Penggunaan Aplikasi Quizizz Dalam Pelatihan Dasar CPNS KEMENKEU Generasi Milenial." *Jurnal Kajian, Penelitian dan Pengembangan Kepribadian* 11, no. 1 (2020): 60–66.
- Suwanjinda, Duongdearn, Suchin Visavateeranon, and Songpon Phadungphatthanakoon. "The Impact of Mobile Technologies-Integrated Cooperative Instruction Workshop for In-Service Science Teachers." *Universal Journal of Educational Research* 8, no. 9 (2020): 4287–4293.
- Suyasa, P Wayan Arta, Dewa Gede Hendra Divayana, I Made Putrama, and Luh Putu Eka Damayanthi. "PELATIHAN PEMBUATAN TES INTERAKTIF DENGAN APLIKASI QUIZIZZ BAGI PARA GURU DI SMPN 2 KEDIRI." In Seminar Nasional Pengabdian Kepada Masyarakat, 4:24–29, 2019.
- Wahyudi, Wahyudi, Intan Sari Rufiana, and Dwi Avita Nurhidayah. "Quizizz: Alternatif Penilaian Di Masa Pandemi Covid-19." *Jurnal Ilmiah Soulmath: Jurnal Edukasi Pendidikan Matematika* 8, no. 2 (2020): 95–108.
- Zhao, Fang. "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom." *International Journal of Higher Education* 8, no. 1 (2019): 37–43.
- Zuhriyah, Siti, and Bambang Widi Pratolo. "Exploring Students' Views in TheUse of Quizizz as an Assessment Tool in English as a Foreign Language (EFL) Class." *Universal Journal of Educational Research* 8, no. 11 (2020): 5312–5317.