The Use of Quizizz: Classroom Action Research on Financial Transaction Materials

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Abstract:

In this study, researchers want to prove whether the use of Quizizz and Learning Videos and Zoom Meetings which are equipped with Online Assessments Using Google Form can improve the learning outcomes of Recording Financial Transactions for Students of eleventh-grade Automation and Office Management Program of Vocational High School 1 Surabaya. Research on Financial Transaction Recording is equipped with Online Assessment using Google Form for students in the eleventh-grade Automation and Office Management Program of Vocational High School 1 Surabaya. After applying the use of Quizizz, learning outcomes increased by more than 65% of students have completed learning and the average overall score of students reached more than 65. In each lesson, the researcher explains the learning material using Quizizz and learning video media through Zoom meetings which are equipped with online assessments using Google Form. Various instruments used in this study include learning outcomes test sheets in the form of student respondent questionnaires, pre-tests and post-tests, observation sheets, interview sheets, student response questionnaires, and student worksheets. After the class action research was conducted there was a significant increase. Cycle 1 was 70% and cycle 2 was 94.00%. The average score obtained has increased from cycle 1 of 76 (quite good), and cycle 2 of 87 (good).

Keywords: Quizizz, Learning Outcomes, Financial Transactions

INTRODUCTION

One of the successes in learning is due to the precise choice of learning media by the teacher. If this is not considered by a teacher, it will affect learning outcomes that do not meet the Minimum Completeness Criteria. The use of learning media as an effective tool in the teaching and learning process stimulates learning patterns so that there can be many kinds of learning media that can be utilized. Especially in the current era of technology, there are so many media that can be utilized to attract students' interest in learning. The ability of educators/teachers (teachers) to use Information Technology will greatly impact the development of teaching materials in the school (Pinahayu, Auliya, Widya, & Adnyani, 2018).

Learning media is useful for attracting students' interest in the learning material presented, thus increasing students' understanding of the material presented, thus increasing students' enthusiasm for learning. Meanwhile, Gagne and Briggs in Arsyad (2017) state that including learning media to convey material content consists of computers, TVs, cassettes, tape recorders, video recorders, video cameras, slides, pictures, photos, books, and graphics. Adam (2015) states that everything in physical or technical form in the teaching and learning process can make it easier for teachers to transfer the content of teaching materials to students so that learning objectives can be achieved as formulated. In choosing a learning media, a teacher or teacher needs to analyze the criteria for using teaching media. These criteria are that they must choose learning media that are following the competencies or objectives to be achieved during the implementation of teaching. According to Arsyad (2017) in the criteria for choosing learning media states that learning media is part of the overall instructional system. Some things that need to be considered in selecting learning media, namely that it must be following the learning objectives to be addressed, can support the content of learning materials that are facts, concepts, principles and generalizations, are flexible, practical, and able to survive, as well as the teacher's ability to use the media.

To realize the expected learning process as mentioned above, various efforts need to be made by teachers by applying various learning media, especially in online learning because during the Covid-2019 pandemic learning is done remotely, because students learn from home. Distance learning itself aims to meet educational standards by utilizing information technology that is interconnected between students and teachers. The utilization of information technology in learning is expected to be able to overcome the problems that arise due to the Covid-19 pandemic. Research conducted by (Pakpahan & Fitriani, 2020) on students of Bina Sarana Informatika University that the role of information technology is very helpful in the distance

learning process during the Covid-19 pandemic, all teaching and learning activities can still be carried out properly thanks to the help of information technologySome students look less motivated in learning when the method used by the teacher is only delivering material. However, the reality that occurs in the field so far is that student activities that occur in the learning process are still far from expectations. Student activity in learning is still low. The learning situation during the Zoom meeting, which should be lively with student activeness in expressing ideas, refuting ideas, agreeing with ideas, asking questions, and daring to answer questions, has not appeared (increased). This is reinforced by the experience of researchers in learning to do assignments so far, it is still seen that most students are passive, this is indicated by the low number of students asking questions, responding, answering questions, lack of responsibility, low achievement scores, and so on. This condition is possible because the learning process carried out by the teacher is not optimal. Based on the observations of researchers, this condition is experienced by students in the eleventh-grade Automation and Office Management Program of Vocational High School 1 Surabaya when they are working on practical questions on recording financial transactions in learning Financial Transaction Materials, it appears that active students are not less than 40%.

Seeing the above considerations, the researcher conducting this study took the research title "The Use of Quizizz and Video and Zoom Meeting Learning to Improve Learning Outcomes of Recording Financial Transactions given in teaching and learning activities. In this case, researchers use interactive learning media in class using the application, namely Quizizz. Quizizz is one of the learning media that can be used in teaching and learning activities in a web-based classroom that can be accessed via hand phone or computer. This web-based media contains material and multiple-choice questions and descriptions that are done like taking an online quiz that can be used to answer questions in various ways. The use of quizizz has a good impact on students, the attractive appearance of the quizizz application makes students want to keep trying, and makes students have high motivation to get better points (Basuki & Hidayati, 2019). The use of appropriate learning media affects student enthusiasm (Asria et al., 2021). The use of quizizzes stimulates students to understand questions better than textbook-based questions (Kurniawan & Huda, 2020). This implies that teachers need to make variations in learning to support the creation of a more enjoyable learning atmosphere. Quizizz provides an opportunity for students to study harder because in Quizizz media students can compete to get the top rank. For students to get satisfactory results on practice questions in Quizizz media, students must answer the questions correctly. Students must study harder to be able to answer

these questions. With this it can be stated that this learning media on Quizizz can provide challenges to students during learning activities. Thus, the teacher can measure student understanding of the extent to which the lesson material is delivered to students in an interesting and different way through Quizizz learning media.

We can call video a very familiar media for a teacher even though it has never been applied at all. Now the role of video has changed, it is no longer seen as a means of entertainment, but at this time video can be used as teaching media (Fadhli, 2015). Video-based learning media is teaching media that is included in the auido visual media group, this media can channel messages through a combination of sound and image elements that are delivered together or simultaneously (Pribadi, 2017). Video media can also display animations or moving objects along with a natural sound or appropriate sound (Kustandi & Sutjipto, 2011). One of the learning media is learning videos, the video is a visible teaching material that can be used by teachers to convey messages or teaching materials (Hidayat & Harjono, 2019). From the description of these opinions, it can be concluded that video learning media is one way that can be used to transfer messages, ideas, and even knowledge that can stimulate thoughts and attention so that it can encourage an interesting and controlled learning process. Learning videos that include audio-visual media that present messages in the form of concepts, principles, procedures and laundries of knowledge that can help students understand a material in learning. Video media is a series of electronic images equipped with elements of images and sound played through a device. Video media is part of audio and visual media. In video media, there are two elements, namely image and sound elements. The use of video media can help teachers and students in conveying and receiving the meaning of the message to be conveyed. The video used in this journal is a video found on the YouTube platform. The video is shown through a computer connected to a projector so it can help students receive material and understand it.

METHODS

The research method according to Sugiyono (2017) is a scientific way to obtain data for specific purposes and uses. There are four key words that need to be underlined, namely scientific methods, data, and goals and uses. Thus it can be concluded that the research method is a scientific method or technique used to collect data about an object in research that has the intention or purpose of solving a problem or problem.

In this class action research using a quantitative approach. According to Sugiyono (2017) the definition of quantitative research methods is a research method based on the philosophy of positivism, which is used to research on certain populations or samples, data collection using research instruments, data analysis used is quantitative or statistical data, which aims to test the hypothesis set.

This research uses quantitative methods because the data used is ratio data and the main focus of this research is to determine the magnitude of the influence between the variables studied. In accordance with the type of research that has been chosen, this research uses a spiral form or model, namely from the initial cycle to the next cycle. Quantitative data analysis is intended to process student learning outcomes obtained from evaluation tests at the end of the cycle. The quantitative data used is simple quantitative data which is the calculation of the average, highest and lowest scores, as well as the percentage of the number of students who have completed or have reached the specified limit of completeness.

The research design refers to the Kemmis and Taggart model which consists of four components, namely action planning, action implementation, observation, and reflection. The Classroom Action Research was carried out in three cycles as shown in the following cycle picture:
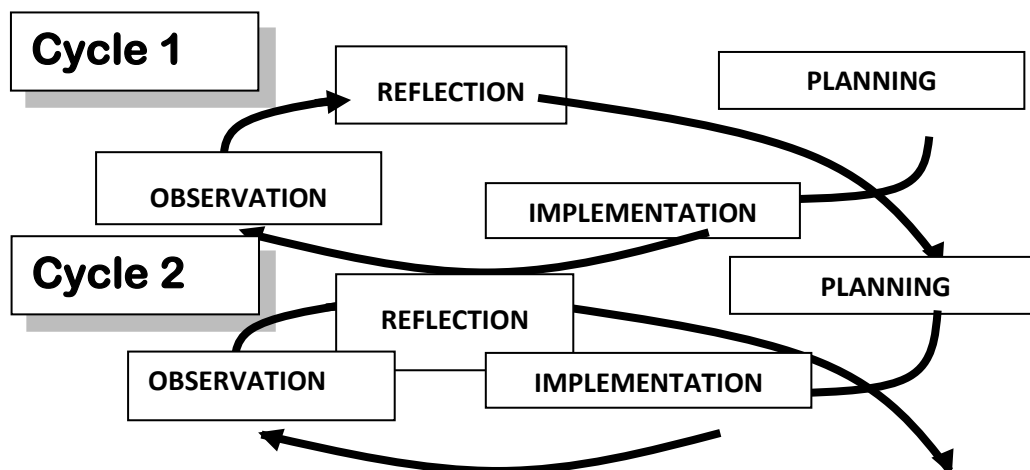

Figure 1: Flowchart of the research design model of Kemmis and M.C. Taggart

In this CAR, the first step is planning, for example planning what needs to be prepared in learning activities. Then proceed with the implementation (acting), in the implementation of this action, observation is carried out. Which is then analyzed and reflected. If the learning model or method used has been successful, conclusions can be drawn. Otherwise, if the

learning model used still needs improvement, the next plan is carried out, and so on repeatedly until the learning model used can be successful with the expectations or goals to be achieved (Arikunto, 2008).

Planning Stage

At this stage, researchers plan research tools such as syllabus development, lesson plans, pre-test instruments, student worksheets, post-test instruments (daily tests), and observation formats for teacher and student activities. observing learning techniques used by teachers in previous Financial Transaction Materials, identifying obstacles and convenience factors encountered by teachers in previous Financial Transaction Materials, formulating alternative actions that will be carried out in Financial Transaction Materials learning as an effort to understand the subject matter of Financial Transaction Recording, and improve student cooperation in learning Financial Transaction Materials in class, preparing a Financial Transaction Materials learning implementation plan.

Implementation Stage

At this stage, the plan is carried out in the form of giving an initial test or pre-test to determine the ability of students about the concept of the subject matter of Recording Financial Transactions, forming discussion study groups where each group consists of 4 students, and giving questions to carry out Daily Tests as a final test.

Observation Stage

Comprehensive monitoring of the implementation of actions using data collection instruments that have been made to obtain real data on the implementation of learning actions, obstacles faced, as well as opportunities and opportunities related to Financial Transaction Materials, especially the ability to understand the subject matter of Financial Transaction Recording. The data is used as the basis for conducting reflection activities.

Reflection Stage

The results of action observations have been processed as material for reflection. This reflection aims to evaluate the success of learning activities and find solutions to problems that arise during learning activities. The following is a series of activities per cycle can be described:

Cycle 1

The activity carried out in this action planning is that the researcher develops a design that is carried out by the findings of the problem and initial ideas. In this planning, researchers and class teachers develop Learning Implementation Plans (RPP), compile learner worksheets, prepare discourse/material, divide students into groups, each group consisting of 5-6 students, and prepare observation instruments that will be used by observers, namely observation sheets of teaching and learning activities, researchers' field notes sheets, observers' field notes sheets, and cycle 1 test sheets.

Based on the implementation of cycle 1 which obtained an overview of the application of Quiz media and learning videos, the action planning to be carried out in cycle 2 must maintain the results in cycle 1 and try to improve the results that have not been seen in cycle 1. The plan that will be carried out to improve the weaknesses in cycle 1. The plans that will be carried out to improve the weaknesses in cycle 1, namely: 1) Exercise questions are made based on contextual material, 2) The remaining time for discussion is always reminded, 3) The questions are not taken from the textbook, so that group discussions will be more active. The existence of symptoms of students' more pleasure in learning which is indicated by the enthusiasm and activeness of students when conducting discussions and concluding the results of their group discussions is an indicator that can be used as a consideration to determine the implementation or learning strategy in cycle 2.

Cycle 2

In cycle 2, where learning has been carried out using Quizizz Media and Learning Videos, it appears that there has been an increase in understanding of the concept of student Financial Transaction Materials, this can be seen from the increase in understanding test scores from cycle 1 to cycle 2. The data that appears, namely: a) The average understanding test results from cycle 1 increased in cycle 2, b) The number of students who have reached the minimum completeness criteria has increased from cycle 1 to cycle 2, c) Student motivation in participating in learning has increased, this can be seen from the activeness of students during group discussions and class discussions, d) Student motivation and activeness in learning have also increased.

If in cycle 2 there are still problems that cannot be resolved, namely: a) The use of time that has not been consistent, because there are not wanted to appear in learning, b) There are still some students who cannot work in groups.

Data Analysis

Data analysis in this study was carried out during this study are: 1) Data from observations made by observers in each cycle were analyzed using description analysis, 2) Data analysis of student concept understanding learning outcomes tests was carried out by comparing changes in class average scores from cycle 1 to cycle 2, and changes in the percentage of learning completeness from cycle 1 to cycle 2.

The data analysis model used by researchers is the interactive model of Miles, Huberman, and Saldana. The components in the data analysis of Miles, Huberman and Saldana (2014, 12-13) are as follows: 1) Data Condensation. This refers to a process of selecting, focusing, simplifying and abstracting and transforming data that approaches the entire section of field notes in the form of documents or lyrical material. The conclusion is that this process is carried out after the author gets written data from the field, which then the data obtained will be selected and re-acquired to get the focus of the research needed. 2) Data Presentation (Data Display) is an organization, unification of information that is concluded. Presentation of data is intended to assist in understanding the research context for deeper analysis. 3) Conclusions Drawing this is done by the author from the beginning of the author collecting data such as looking for understanding that is not patterned, noting the regularity of the explanation and the causal flow, which in the final stage is concluded as a whole for the data that has been collected. From this description it can be concluded that quantitative research is the result of new findings, in other words these findings are still vague or unclear. Here the author tries to make it clear by using additional theories and other opinions that have been tested for success, then the researcher analyzes the new findings so that they become clearer with the components of data analysis, namely data condensation, data presentation, conclusion drawing.

The data needed in this study consist of: observer observation data in learning activities, field notes, learning outcomes test data on budget use material after the implementation of cycle 1, student response questionnaire data on the use of Quizizz media. For more details, To get a clear picture, the statistical techniques used to analyze the data obtained will be processed with the following steps: 1) scoring learning outcomes in listening to material, 2) calculating the average score obtained by students with the formula: $M = \sum fx/N$, information: M = Average score, $\sum$ fx = Number of scores, N = Number of students, 3) analyzing classical student learning completeness Classical student learning completeness is known if 85% of students score $\geq$ 65. This classical student learning completeness is used to determine the success of the action

implementation. 4) summarize the data.

RESULTS AND DISCUSSION

Data analysis used in processing data uses the formula for achieving learning outcomes by looking at absorption, individual completeness, and classical completeness. This research was conducted in 2 (two) cycles. In each cycle, students took tests both in the form of pre-test (initial test) and post-test (final test). Based on the data obtained and the analysis carried out, the application of learning using Quizizz media and learning videos can improve learning outcomes. The use of quizizz has a good impact on students, the attractive appearance of the quizizz application makes students want to keep trying, and makes students have high motivation to get better points (Basuki & Hidayati, 2019). The use of appropriate learning media affects student enthusiasm (Asria et al., 2021). The use of quizizzes stimulates students to understand questions better than textbook-based questions (Kurniawan & Huda, 2020). This implies that teachers need to make variations in learning to support the creation of a more enjoyable learning atmosphere. Assessment of cognitive learning outcomes can be seen from the percentage of absorption with Minimum Completeness Criteria (KKM) ≥ 65. After the class action research was held there was a significant increase. Cycle 1 was 70% and cycle 2 was 94.00%. The average value obtained has increased from cycle 1 of 76 (quite good), and cycle 2 of 87 (good).

Table 1. Intervals and Categories of Student Absorption

Interval	Kategori
91%-100%	Very good
81%-90%	Good
71%-80%	Fair
61%-70%	Deficient
0 - 60%	Very poor

The learning carried out by the teacher (researcher) in the implementation of this study also received an assessment from the observer. The results obtained also varied, but there was an increase from each cycle to the next cycle. This cannot be separated from every end of learning, researchers discuss with observers to evaluate the shortcomings and things that must be improved in the next learning. In cycle 1, the results of the observer's assessment for the assessment lesson plans and the implementation of learning received a score of 3.2 for the lesson plan, while the implementation of learning it received a score of 3.1 and both received a Good category (B). in cycle 2 the results of the observer's assessment for the assessment of lesson plans and the implementation of learning received a score of 3.6 for the lesson plan,

while for the implementation of learning it received a score of 3.3 for the lesson plan into the category of Very good (A), for the implementation of learning to get a Good category (B).

Indicators of measuring understanding of the concept of Financial Transaction Materials material Recording Financial Transactions of students in this study can be seen in the completeness of the material understanding test. Students are said to have understood the concept of the subject matter, if they have received a test score between 66-100 and students are said to be incomplete if they get a test score between 0-65. Measurement of student understanding is also based on student motivation and activeness with the assumption that if students' concept understanding is high then it tends to be high student motivation and activeness, but in some cases there are students whose concept understanding is high not necessarily their motivation and activeness are also high, so the shortcomings in the results of the concept understanding test scores can be covered by motivation and activeness in learning activities.

Assessment of the psychomotor domain also begins with measuring student learning outcomes, and psychomotor domain learning outcomes using performance tests or action tests. Before doing psychomotor, you should prepare an assessment instrument or assessment criteria. The psychomotor aspect is an aspect related to the skills or ability to act of students after receiving learning experiences.

Evaluation of Cycle 1 and 2

Table 2. Comparison of Cognitive Assessment Results Cycle 1 and Cycle 2

No	Criteria	Siklus 1 Score	Siklus II Score
1.	Smallest Score	62	52
2.	Highest Score	90	96
3.	Average Score	77	81
4.	Number of Students Who Completed	25	34
5.	Number of Students Who Did Not Complete	12	3
6.	Percentage of Completion	68	92
7.	Percentage of Incompletion	32	8

Table 3. Comparison of Affective Aspect Assessment Results of Cycle 1 and Cycle 2

No	Criteria	Average Score Cycle 1	Average Score Cycle 2
1.	Attention in Learning	62	82
2	Enthusiasm	80	90
3.	Desire to Ask Question	77	87
4.	Mengerjakan Soal	25	35

Table 4. Comparison of Assessment Results of Psykomotoric Aspects of Cycle 1 and Cycle 2

No	Criteria	Average Score Cycle 1	Average Score Cycle 2
1.	Activeness in Learning	72	82
2	Ability to Record in Accounting Journal	67	93
3.	Knowledge of 'Buku Besar'	67	80
4.	Skills of 'Buku Besar' Posting	63	73

The concept understanding test data obtained by students during the two cycles showed an increase in the class average, namely in cycle 1 obtained 25 students, in cycle 2 obtained 34 students, while the average student learning completeness in cycle 1 obtained 77% and in cycle 2 obtained 81%. If a table is made, it is as follows:
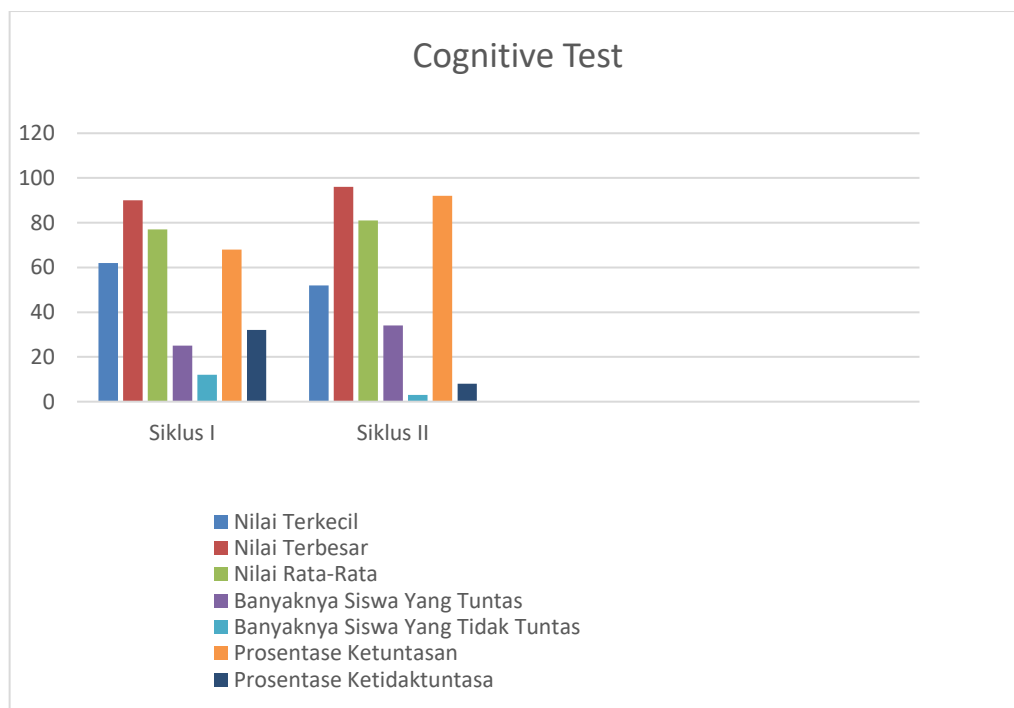

Figure2: Comparison Chart of Cognitive Test Results Cycle 1 and Cycle 2

The application of Quizizz media and learning videos that have been attempted can be utilized to improve student learning outcomes to be more optimal.

CONCLUSION

Based on the discussion that has been carried out, it can be concluded that learning using Quizizz Media and Learning Videos on Meeting material in the eleventh-grade in Vocational High School 1 Surabaya students can increase the average understanding of the material obtained by students for two cycles showing an increase in the class average, namely in cycle 1 obtained 77, in cycle 2 obtained an average of 81, while student learning completeness in

cycle 1 obtained 68%, in cycle 2 obtained 92%. This shows that classical learning has been completed.

Based on the above results, it can be concluded that the use of Quiziz media and learning videos can increase student interest in learning, and student learning achievement in both the cognitive, affective, and psychomotor aspects to increase the learning completeness of the Financial Transaction Materials in the competency standard for the ability to understand the subject matter of Financial Transaction Recording for students in class eleventh-grade in Vocational High School 1 Surabaya for the 2021/2022 academic year.

The use of Quizizz media and Learning videos can improve understanding of concepts and student activeness in learning Financial Transaction Materials, so for teachers, this media should be applied to other Financial Transaction Materials learning materials and other subjects. Because the use of this media is easy and inexpensive to implement, but what must be considered is that the problem-solving time is not too long.

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