
IN HOUSE TRAINING IMPLEMENTATION OF THE QUIZZZ PROGRAM IMPROVING MANAGEMENT EFFECTIVENESS OF BASIC TEACHER LEARNING OUTCOMES

**Dian Wulandari¹⁾
Sumardi²⁾**

Henny Suharyati³⁾

¹⁾ Education Administration, Universitas Pakuan, dian.wulandari@unpak.ac.id

²⁾ Education Administration, Universitas Pakuan, sumardi@unpak.ac.id

³⁾ Education Administration, Universitas Pakuan, henny.suharyati@unpak.ac.id

Introduction

The achievement of educational goals is the main target of all education providers at all levels so that to achieve them, various strategies are planned systematically covering various components of school operations. One of the main components is the effective implementation of the curriculum in which one of the important parts is the evaluation of learning outcomes.

Learning outcome evaluation activities aim to measure learning outcomes as the output of a series of learning activities at school. The results of effective learning evaluation will provide accurate information, which will then become material for consideration and a basis for subsequent learning activities. Therefore a strategy is needed to carry out an effective evaluation of learning outcomes by paying attention to the principles of evaluation activities, but it is also necessary to consider delivery which is also fun for students, especially at the basic education level. Fun evaluation activities support a conducive atmosphere for students so that they can carry out these activities optimally.

Currently, learning outcome evaluation tools continue to evolve following technological developments. Pandemic conditions that make schools carry out distance learning activities, make internet-based learning the main choice. Various applications that have been previously available for the learning process are continuously being developed and are increasingly being used among teachers, one of which is the Quizizz application. This application is a tool that can help teachers carry out evaluations with various types of assessments by adding visuals and animations that can attract students so that evaluation activities do not feel tense. The hope is that the evaluation results can be more optimal.

It takes teacher skills in operating this application by utilizing the features optimally so that the usefulness of this application can be maximally used to manage the evaluation of student learning outcomes. In addition to using features, teachers need to integrate this quiziz result data with other evaluation data so that it becomes part of the integrative information that presents curated data on learning outcomes assessment. The next step in managing learning evaluation results is to present integrative data and convey it to the parents of students so that it becomes a report that effectively provides an accurate and comprehensive picture of student achievement.

The problem is that not all teachers have mastered the implementation of the Quizizz application, so it is necessary to carry out training, practical assistance, and especially effective guidance in integrating data and conveying the final results to parents. For this reason, a guidance program for the implementation of this implementation training is needed so that the management of learning outcomes evaluation activities among teachers increases, especially for partners who are trying to continuously improve the quality of education services.

In this regard, based on the results of the curriculum evaluation delivered at the June 2019 Work Meeting at partner schools, several problems were identified as follows:

- a. There are still educational services that have not been standardized, especially in the implementation of the use of internet applications in the implementation of learning in all classes;
- b. The unequal skills of teachers in using internet-based applications in teaching and learning activities, classroom assessment, and management, resulting in differences in learning process standards between classes;
- c. The absence of intensive and practical training on the use of internet-based applications;
- d. The unavailability of manuals that are easy for teachers to use in using the applications designated by the school.

Based on the identification of these problems, the problem can be formulated, can the Quizizz application implementation training activities increase the effectiveness of learning outcome assessment management among teachers?

The program is aimed at improving management skills for the evaluation of learning outcomes for elementary school teachers, specifically the following skills:

- a. Skills in compiling various effective, easy, and fun internet-based assessment instruments.
- b. Conduct a digital assessment process through an internet quizizz-based application.
- c. Integrate quizizz evaluation results with other evaluation results to improve accuracy.
- d. Deliver the results of internet-based assessments effectively to parents of students.

During the pandemic, where learning is carried out remotely, internet-based learning activities become the mainstay of schools. It takes skills to use IT tools, and implement various internet-based tools and applications in learning and assessment. Since its launch, Quizizz is intended to assist students in evaluating learning outcomes. Various existing features and their developments are designed to help teachers be creative in making assessment instruments that have the potential to be integrated with assessment models and the implementation of other learning activities so that teachers are assisted in managing teaching and learning activities in class, especially management of learning outcomes assessment.

Improving the quality of the evaluation of learning outcomes will provide more accurate data and information regarding the development of student competencies so that it is expected to have a positive impact on the effectiveness of learning activities as a whole. Improvements in teaching and learning management encourage the implementation of a curriculum that supports the achievement of school goals.

Discussion

Aliya Islamic Elementary School has been operating since 2003, under the management of the Himma 'Aliya Foundation. The school aims to provide basic formal education that prioritizes excellence in various aspects of educational services so that it can produce graduates with high competitiveness, adaptive to progress while still making Al Qur'an and hadith as the main basis for behavior and work. The Aliya Islamic Elementary School is one of the education units under the management which is led by the director. The school organizational structure consists of the principal, assisted by the deputy principal in the field of curriculum, facilities, and students. Besides, there are public relations and general affairs divisions and currently, a school Internal Quality Assurance Group has just been formed.

The Aliya Islamic Elementary School curriculum structure consists of all subjects determined by the Ministry of Education plus a load of religious curriculum content such as reading Al Qur'an , tahfidz, aqidah-akhlaq, fiqh, history of prophets and messengers, and hadith. Currently, the school is implementing the 2013 Curriculum with integrated colors between general and religious subjects. Learning activities last 5 days (Monday to Friday), starting at 07.15 to 14:40. For grades 3,4 and 5, there are 2 days a week the learning activities end at 15:45. Based on the curriculum structure and the concept of full-day school applied, an effective, interactive, and fun learning process is required so that students can continue to effectively absorb material and train competencies according to the targets and goals set. Learning is carried out with an active, collaborative, and integrative learning approach. Students are the subject as well as the center of teaching and learning activities, where the function of the teacher is an educator who facilitates various learning activities to be able to optimize various aspects of the potential of students. Since the Corona Virus-19 pandemic, all learning activities have been carried out remotely. Therefore, the use of various virtual applications is an urgent need to improve the effectiveness of the process and learning outcomes. The Aliya Islamic Elementary School applies a simplified curriculum tailored to the specific conditions of students, students and an integrated curriculum that has been implemented so far.

Standing on waqf land and self-owned buildings, The Aliya Islamic Elementary School provides education with the support of community funds and the School Operational Assistance from State Revenue and Expenditure Budget. Currently, the number of students has reached 726 people, consisting of 25 study groups with an average number of students per class of 28 people. For grades 1 and 2, each class is guided by 2 teachers (homeroom teacher and class teacher), while grades 3 to 6 are managed by 1 homeroom teacher. Currently, the total number of teachers is 69 people, consisting of 59 Permanent Foundation Teachers, 3 Foundation Non-Permanent Teachers (GTT), and 7 honorary teachers. Of the current teachers, 23 have received Ministry of Education teacher certificates and 4 are Ministry of Religious Affairs certified teachers. The relatively large number of teachers mainly is learning Al Qur'an which is carried out every day using the UMMI method which requires a teacher: student ratio of 1:15. Besides, mathematics and science learning is taught by teachers in special fields of study.

As an effort to achieve its vision and mission, since the beginning of its operation, the founders have launched the Aliya Islamic Elementary School as a learning organization, a school where all citizens are expected to always learn to improve the quality and services of education. As an educational institution that relies on the main income from the community, schools need to continue to maintain the quality of educational processes and outputs so that public trust as users can be

maintained. The number of tuition fees that are not cheap, The Aliya Islamic Elementary School's target customers are middle and upper-income people. It strives to provide good quality services according to the investment provided by the community

Continuous improvement is one of the philosophies of improving the quality of school services, including by continuously updating methods and learning aids. In line with the development of technology and communication, school foundations and management encourage and facilitate technology-based learning activities, both for the learning process, assessment of learning outcomes, and classroom management.

So far, the use of slides and videos for exposure to learning materials has run relatively smoothly and evenly among the Aliya Islamic Elementary School teachers, this is supported by the Foundation's commitment to facilitate a set of PCs and projectors in each class, as well as an adequate internet network in all school areas. Currently, the school is planning to use internet-based applications to support the effectiveness of classroom management and communication with parents. For the primary school level, parental participation is still very much needed in monitoring the activities of students in class and taking proactive steps that have a real impact on improving student achievement and developing behavior. So far, interaction and communication with parents have been dominated by the use of group WhatsApp media for each class. However, it is still perceived as not having a significant direct impact on the effectiveness of the management of learning evaluation results.

Quizizz is a free online assessment tool that allows teachers to create assessment tools using quizzes. Students are given an access code to be able to take part in the online assessment process. Assessment can be designed directly, or in the form of independent tasks with a deadline set by the teacher. This application is quite effective and fun to use to manage class needs in various things such as discipline, responsibility, reward and punishment systems, motivating students to complete assignments, even at home can be an effective bargaining tool in making deals with parents. The benefits of using Quizizz include providing direct feedback for students both individually and in groups, feedback from students and even parents. This application increases the effectiveness of the teacher's role with a better understanding of students based on the data provided. Another benefit is that it encourages and entertains students using animated feedback.

However, the full implementation of this program does not immediately happen. The main obstacle is in class teachers who are not yet skilled at operating this application, so it is necessary to carry out intensive training and socialization to parents so that the benefits can be optimal, especially for the effectiveness of classroom management.

Based on the proposed themes and targets that were formulated, this activity method was in the form of training, guidance, and monitoring of activities.

1. Training on Quizizz Application Operation for Improving Classroom Discipline

Mastery of the skills to implement the Quizizz application is carried out by direct training and practice for each stage of use, from installing, logging in, to using existing features. In connection with the pandemic period, training was carried out in stages for the upper class (4,5,6) and the lower class (1,2,3), in a relatively large room so that the distance between participants could be maintained. The first stage of training focused on insights on the importance of using the Quizizz application for improved assessment of learning outcomes, benefits, and practices for operating the available features.

In this training, teachers use their respective laptops. Activities are directed at increasing the proficiency of teachers in operating the application features while simulating learning activities with other teachers as students filling in Quizizz questions, this is done in turn. The activity is followed up by direct online practice to students with assistance from a mentor or trainer. Assistance is carried out at least 1 Quizizz application practice session. Assistance time is coordinated according to the schedule for using the Quizizz application according to teaching and learning activities.

The training is carried out by 2 main instructors and 2 assistants who help the teacher when practicing the features that have just been learned. Instructors and companions are all teachers who are proficient in using Quizizz.

2. Student development analysis training based on achievement evaluation data using the Quizizz application

The training aims to create a more comprehensive report on the progress of students through analysis of data recorded on the Quizizz application. The analysis was stratified, starting with only a single data set from the Quizizz activity. The advanced stage is an integrative analysis by adding other supporting data that the teacher has outside of the Quizizz application activities (for example the results of other activities). The teacher is guided and accompanied to carry out an integrative analysis, to formulate the results of the analysis effectively which will be conveyed to the parents. The training was conducted in 1 session with a duration of 2 hours, analyzed the results of the 2-3 features that have been used, to an integrative analysis with other supporting data. The practice of

integrative analysis is assisted by peer coaching from advanced teachers. The training is carried out by instructors from teachers, accompanied by Partners and the team.

3. Communication Technical Guidance on Quizizz Application Results

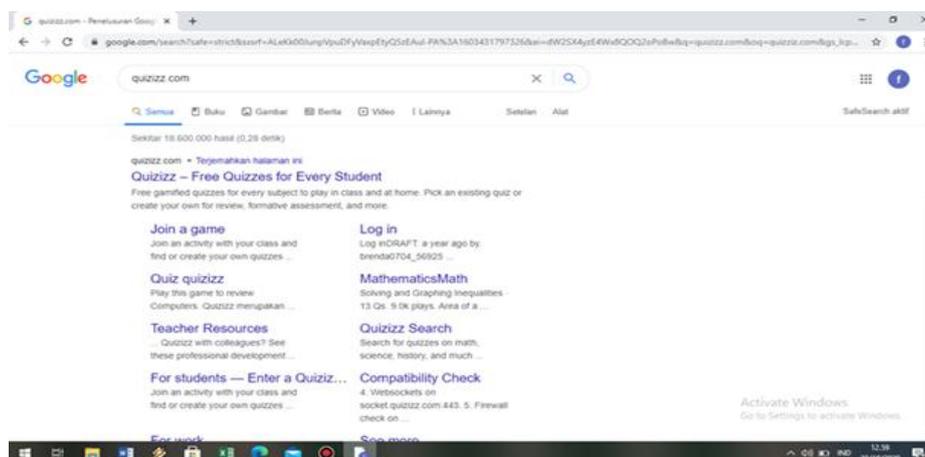
The guidance will focus on the formulation of sentences that the teacher will compile to effectively convey to the parents of students the results of the Quizizz application activities. The scope of communication content is not just conveying raw data from Quizizz results but on the combination of various class data so that the communication delivered is more comprehensive and effective. This guidance is carried out after mastering and implementing the Quizizz application for at least 2 (two) months. Guidance is carried out in the school meeting room with a schedule arranged based on the time the teacher has. Guidance is carried out at least once for each teacher with documentation of communication content at each meeting.

Guidance is carried out by the team together with the principal and the curriculum team, to the instructor (teacher), then continued with guidance in the form of peer coaching to other teachers.

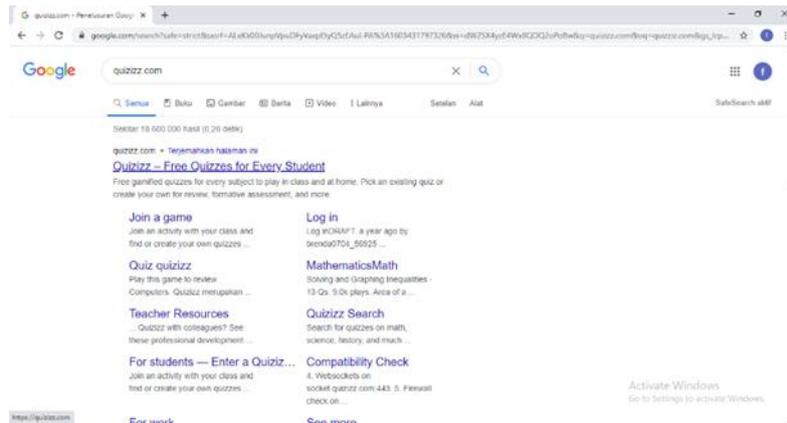


Activity Program with the theme 'Increasing the Management Effectiveness of Learning Outcomes in Elementary School Teachers'.

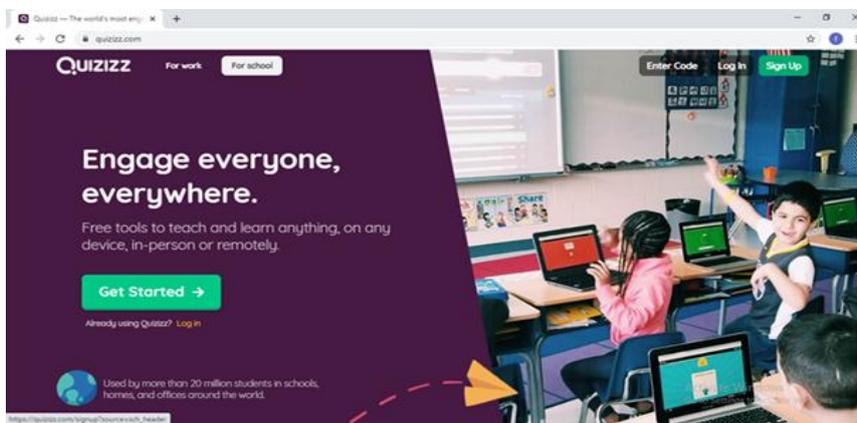
The first step, open google then click Quizizz.com



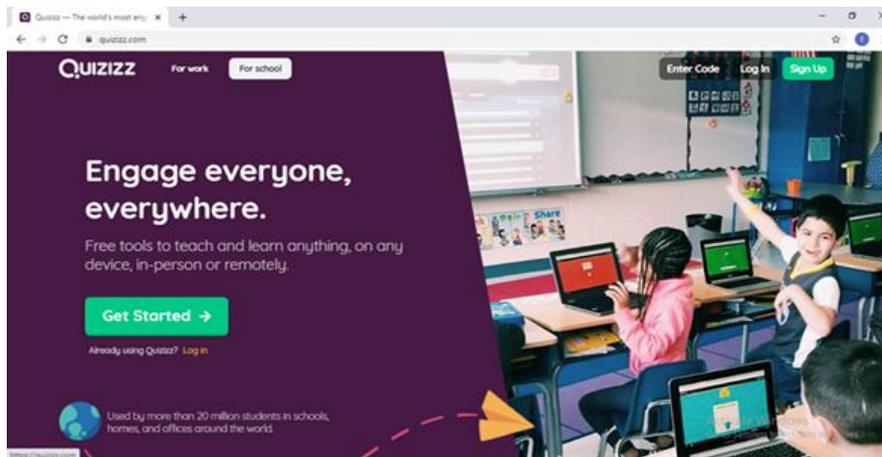
The second step, select Quizizz-free quizzes for every students



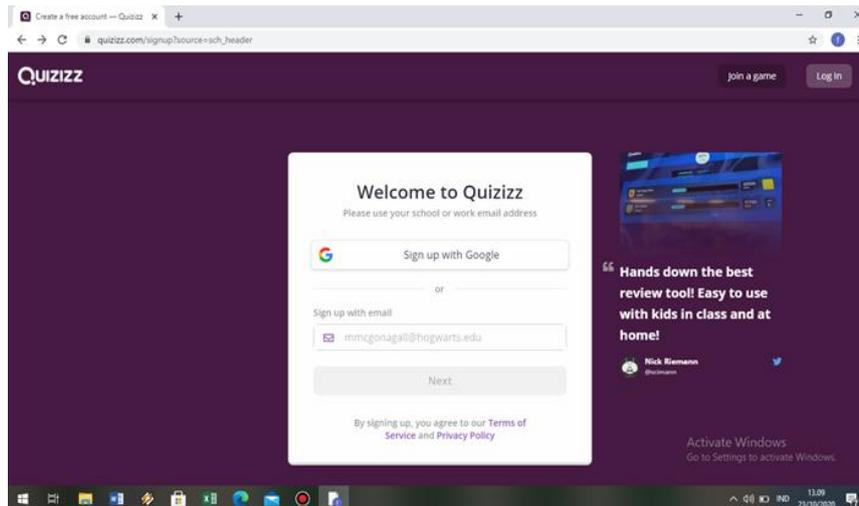
The third step, click the for school column



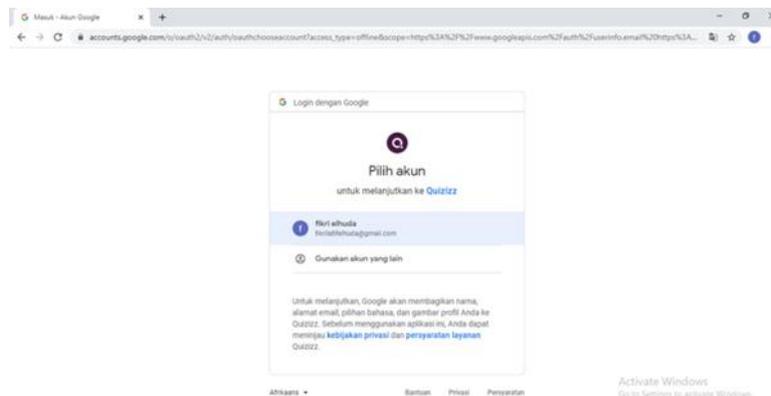
The fourth step, click on the sign up column



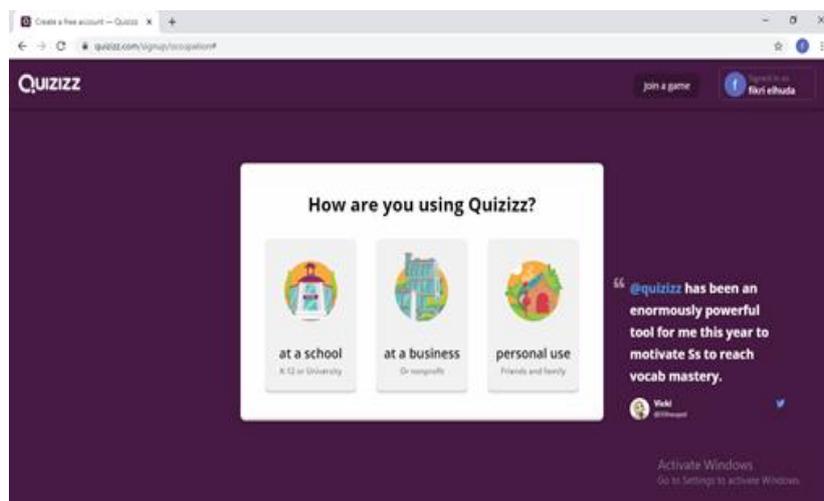
The fifth step, select sign up with google



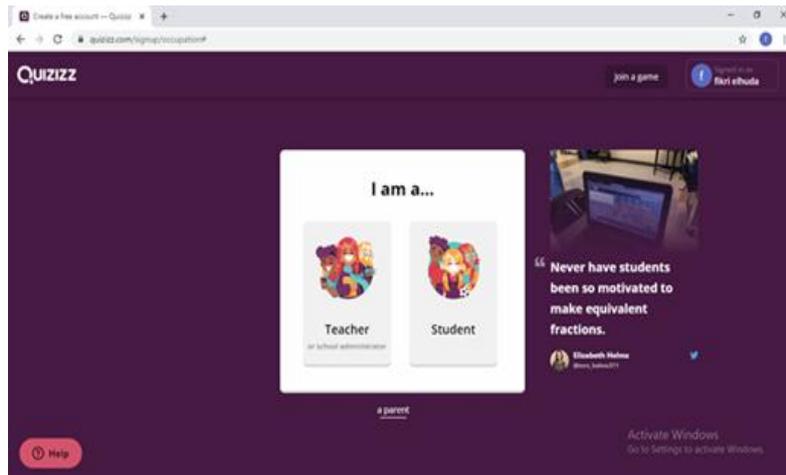
The sixth step, select the account that we will use. If we want to use another account, you can select the menu "Use another account"



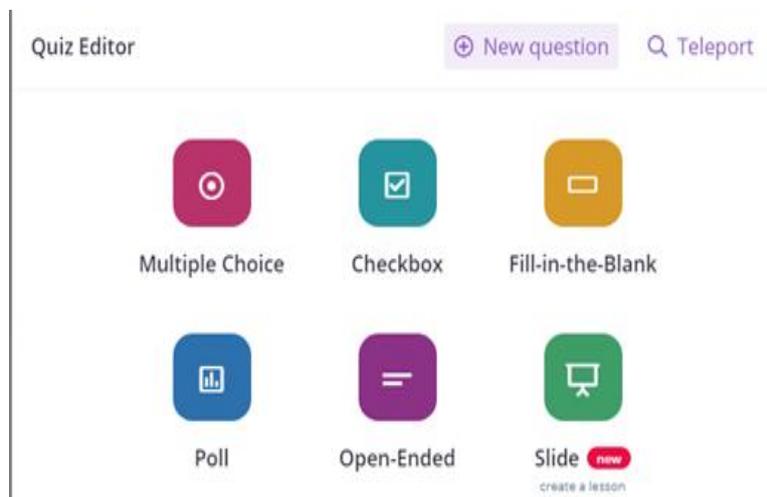
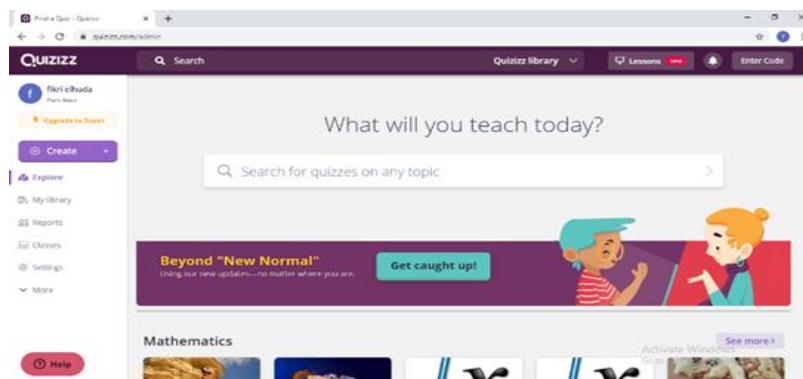
The seventh step, select at a school



The eighth step, choose Teacher



The ninth step, select "create" to create questions



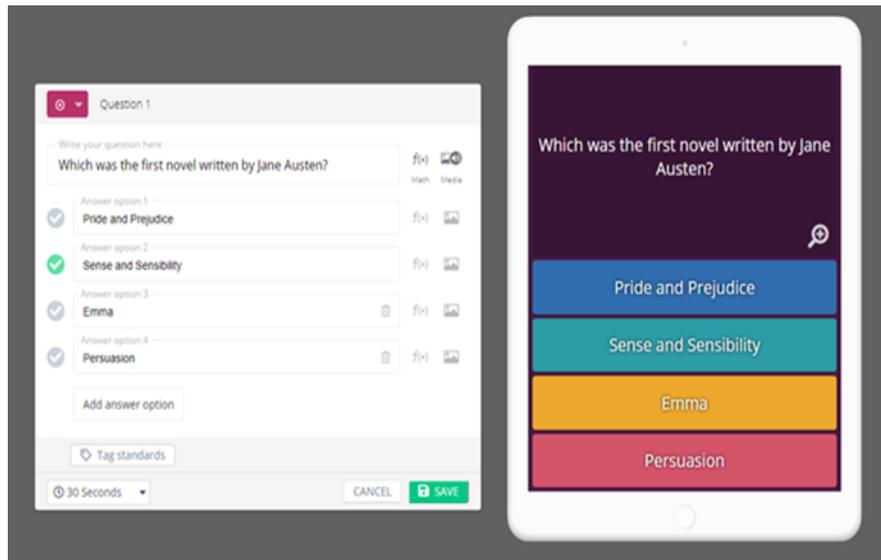
Create Questions

Get to know the types of questions on Quizizz

There are five types of questions available on Quizizz

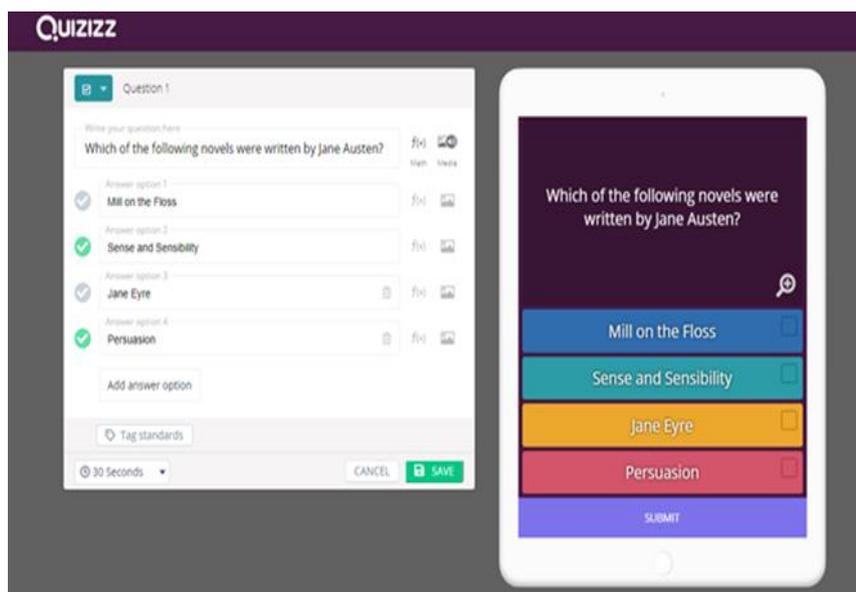
1. Multiple choice (multiple choice)

The question contains several choices available but students only choose one correct answer.



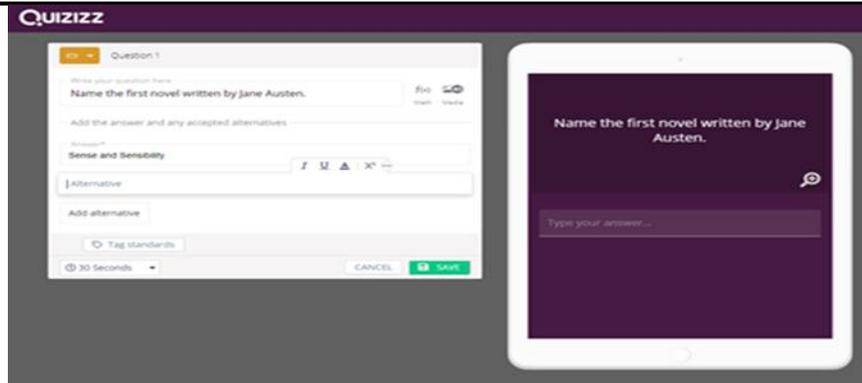
2. Checkbox (checkbox)

A question contains more than one answer option, students choose an answer (it can be more than one answer) to get the correct answer.



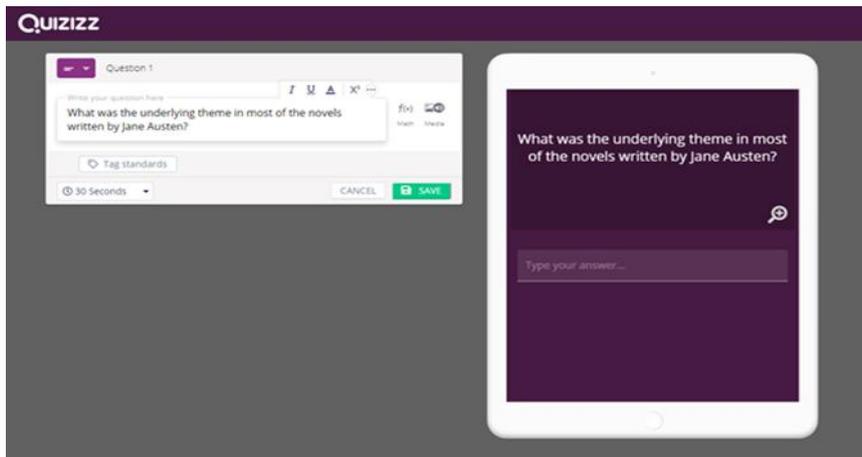
3. Fill (fill in the blank)

Students enter answers manually in the space provided. The character limit is up to 160 characters. A message appears when the answer exceeds 120 characters.



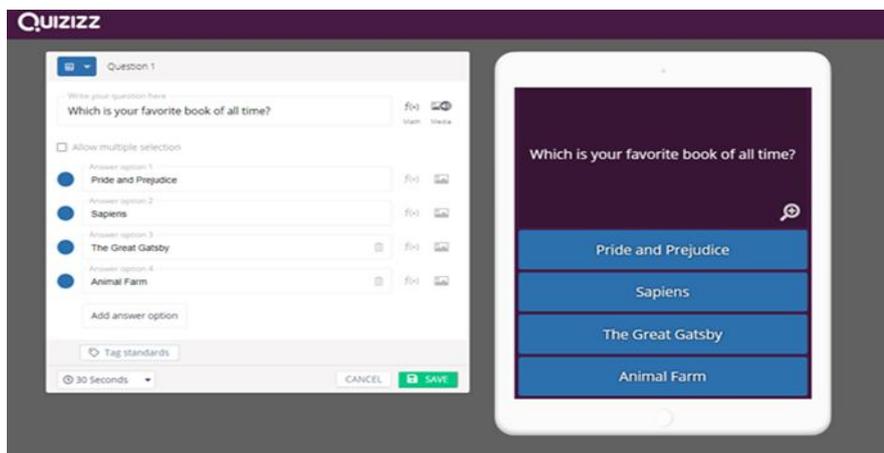
4. Essay (Open-ended)

The longer answer contains an explanation. The character limit for an essay is 1000 characters. A message appears when the answer is > 800 characters.



5. Opinion (Poll)

There is no correct answer in the poll. Students can answer more than one choice of questions.



Additional:

When creating questions, you can also "teleport", which is to copy some questions that have been made by other users by selecting questions that match the theme then selecting the desired questions then clicking "+ Add"

Run Quizzes

Students can play this quizizz from a computer or a cellphone. We can directly press the question link provided by the teacher or question maker. You can also go to www.quizizz.com/join or joinmyquiz.com then enter the intended game code, and the participant's name.

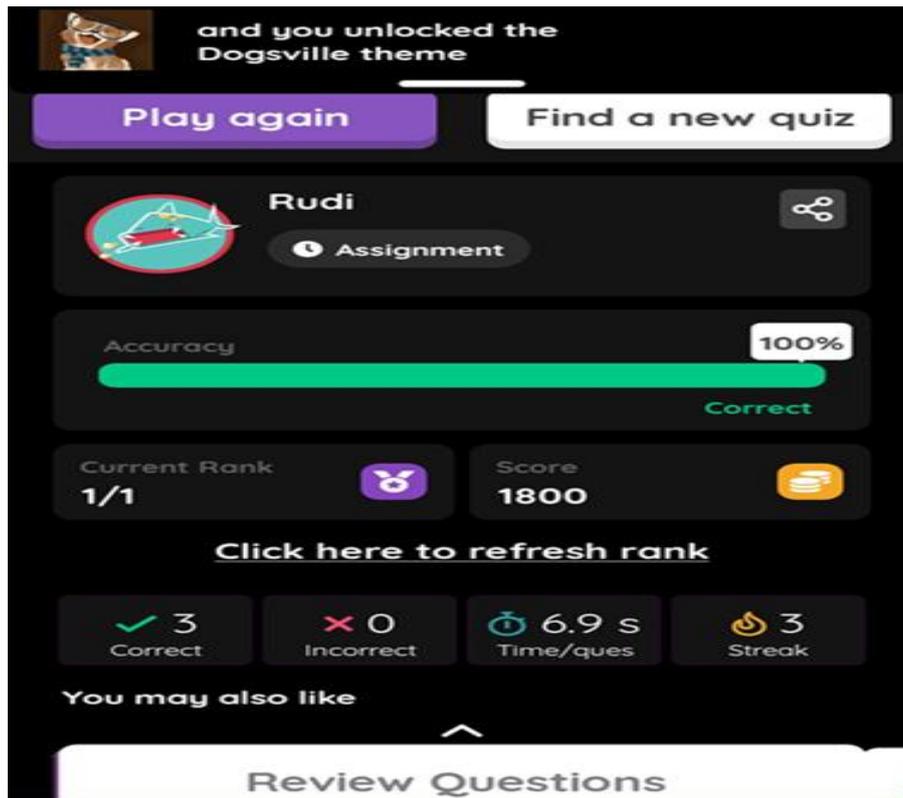
This quiz can be played in person or the form of homework. Each question has a certain time limit and score. Participants can find out the score of each question or the score at the end of the game. Participant ratings can also be seen by participants

Teacher: Teachers or question creators can provide link questions or question codes to the participants. If it will be played live, participants can be invited first to the question link and then play. If the processing time does not coincide, it can be set to be homework. The names of the participants who have worked on our problems can be seen in the results tool.

Report Quiz Results

Quizizz provides an opportunity for teachers or quiz makers to find out reports and analyses of quizzes that have been carried out.

After the quiz is executed, the following display will appear:



Reading Rainbow Tip: Who is the main character? Do they have any friends or helpers? Is there someone who challenges the main character? Instead of just naming people, talk about what makes each person memorable.



Reading Rainbow Tip: Find an image online of the main character, or an image that resembles this character in some way, then replace the image above.

Constraints and their solutions

During the pandemic, teachers in partner schools had picket schedules to attend school, but most of the time was spent preparing to implement teaching and learning activities online, so coordination and monitoring were mostly carried out online. Monitoring activities by instructors are constrained because the instructors themselves are teachers who have a fairly dense (online) teaching schedule, so finding the right time is a challenge in the field. Accelerating proficiency in using the quizizz application requires instructors to carefully determine monitoring priorities. The implementation of advanced training (data analysis) is determined by the progress of the training participant teachers so that it requires the repeated practice of using this application, while the school curriculum policy is to use varied assessment instruments.

Conclusion

Based on a survey of 15 teachers who have used this application, it can be seen that the user response is relatively positive, it can be seen from the following graph:



Figure 1. Training feedback

The graph shows that although most teachers find this application quite interactive and interesting for students, there are still teachers who find this application easy. Likewise, on the effectiveness of quizzes as an instrument for evaluating learning outcomes, there are still a few doubtful teachers. This condition needs to be reviewed to see the problems. All teachers consider this application fun for students, meaning that in distance learning activities, assessment of learning outcomes using this application is not felt as a burden or stressful activity for students. In the end, the assessment of learning outcomes using quizzes was felt by most teachers to have a positive impact on the effectiveness of curriculum management. This is an indication that the use of this application is quite effective in achieving school goals.

The stage that can be continued from this activity is training on the analysis of Quizizz evaluation results, considering that this application continues to add features and is getting easier to operate. Training and mentoring for teachers in optimizing the use of the Quizizz application can be focused on integrative analysis of Quizizz results data with other learning outcome evaluation data so that the results can provide a more comprehensive picture of the student achievement profile. Other mentoring and training that can be continued is the improvement of skills in communicating the results of learning evaluation using this application to parents online. The additional Quizizz feature allows teachers and parents of students to be more interactive in reading Quizizz data.

References

1. Cheng, Eric C.K. *Knowledge Management for School Education*. Singapore: Springer. 2015.
2. Zietz, Jason. *Activity-base Knowledge Management Tools Design for Educators*. Virginia: Virginia Polytechnic Institute and State University. 2006
3. Anne Haris. *Creativity, Education and The Art*. London:PalgraveMacMillan. 2016
4. Gee, James Paul. *Literacy and Education*. NewYork:Routledge. 2015