

Students' Perceptions and Constraints on The Use Of *Quizizz* in Teaching and Learning Process During Covid-19 Pandemic

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Abstract— The purposes of this research were to identify students' perceptions about the use of *Quizizz* to assist the learning process during Covid-19 Pandemic and to find out whether there are certain constraints that the students have about the use of *Quizizz* to assist the learning process during Covid-19 pandemic. This study was designed in the form of mixed-method. A research design that combines qualitative and quantitative study in the process of collecting and analyzing the data is called mixed-method. The research subjects were 70 participants of the third-grade students of SMA N 1 Blahbatuh in academic year 2020/2021. Data collection was conducted using a questionnaire and interview. The result of this study had shown that students' perceptions about the use of *Quizizz* were very good perceptions and internet connection problems became the constraint that the students had about the use of *Quizizz* in a pandemic situation.

Keywords— Students, Perception, Constraint, *Quizizz*, Teaching and Learning

1. Introduction

Covid-19 pandemic emerged at the end of 2019 in Wuhan, China and has spread to all parts of the world. Coronavirus disease 2019 is a major disaster that has occurred globally. Onyema *et.al* (2020) state that Covid-19 outbreak has affected aspects of community activity globally in the fields of research, sports, entertainment, transportation, worship, social interaction, economy, business, politics, and education. In the situation of Covid-19 pandemic, learning is carried out online. Dhull and Arora (2019) state that online learning is a distance learning system that takes advantage of technologies such as the World Wide Web, email, chat, new text, and group chat. Besides, recently online learning uses audio and video conferences delivered via computer networks to spread education. Online learning is interpreted as technology-based learning and the teaching materials are sent via an electronic platform to students using a computer network. From the explanation above, it can be concluded that online learning is a learning process which uses educational applications that can be done anywhere and anytime without time limits.

Technological advances can help to keep learning even during Covid-19 pandemic by online learning. Actually, before this pandemic emerged in 2019, online learning had been carried out in several schools but it was still balanced with face-to-face meetings or what could be called blended learning. Online learning system is currently a polemic in the community because there are obstacles found in the implementation of online learning. The obstacles found in the implementation of online learning are as follows: a) the difficulties experienced by some teachers in implementing new methods in online learning; b) the difficulties found by the teachers in using certain applications which the students can not also use them effectively; c) uneven distribution of internet networks throughout the area, which makes student-teacher communication not run well; d) the difficulties in learning assessment; e) low students' motivation due to boredom of online learning, and many other obstacles found by the government, teachers, students when implementing online learning fully in this pandemic situation.

Therefore, many platforms can be used for free to support online learning process. The preliminary observation was done at SMA N 1 Blahbatuh one of the well-known schools in Gianyar regency. This school

has implemented online learning during Covid-19 pandemic. The task platform used by most teachers to support the learning process during Covid-19 pandemic is *Quizizz*. Zhao (2019) defines that *Quizizz* is categorized as a game-based learning application which can be done in groups or individually. Besides, *Quizizz* can make the classroom atmosphere more enjoyable because in this application there are music, themes, memes, and avatars.

There are two researchers concerned with them. The first previous research was from Mohamad *et.al* (2020). This study investigated the perception of 91 distant post-graduate students towards *Quizizz*. There were two research questions as follows: (1) what are the positive perception of *Quizizz* among distant post-graduate students?; (2) What are the benefits of *Quizizz* among distant post-graduate students?. Therefore, to answer both questions, this study used a quantitative study. The result of this study found that *Quizizz* helps students increase cognitive activity, improve effective levels, and provide positive reinforcement, motivation, and immediate feedback in students learning.

The second previous research was from Sarker *et.al* (2019). This study had purposes to identify medical students' perspectives on technology-enhanced learning in undergraduate pharmacology through online Quizzes. This study used a semi-structured questionnaire to collect the data. The results of this study were showed that: 1) 35 students were strongly agreed with the timing for answering the questions in online quizzes; 2) 39 students were agreed that quizzes stimulate interest in pharmacology; 3) 28 students were also agreed that the uses quizzes improve knowledge and skill in pharmacology. Therefore, this study found that most of the second-year MBBS students suggested continuing online quizzes.

One of the favorite schools in Gianyar uses *Quizizz* as an assignment platform for its students. Even before the pandemic, teachers used *Quizizz* for students' assessment but its use was not too intense. Since online learning has been determined that all teachers at SMA N 1 Blahbatuh use *Quizizz* more often to support other learning applications. Students experience significant changes by utilizing *Quizizz* is used by the teacher in fully online learning. Therefore, it is very important to know students' perceptions and the constraints that the students have about the use of *Quizizz* to assist the learning process during Covid-19 pandemic. There are two main reasons that should be considered in doing this research. It is of great interest to identify the students' perceptions about the use of *Quizizz* to assist the learning process during Covid-19 pandemic and to find out whether there are some constraints found by the students about the use of *Quizizz* to assist the learning process during Covid-19 pandemic. Therefore, it is expected that this research can give a contribution to the field of education especially for students, English teachers, and other researchers. Besides, the subjects of the research were the third-grade students at SMA N 1 Blahbatuh in academic year 2020/2021. The selected subjects were 2 classes from 7 classes because of limited time. Based on the preliminary observation, the students of XII MIPA4 and XII MIPA5 which consist of 71 students use *Quizizz* to assist the learning process during Covid-19 pandemic. Then, the setting of this research is one of the favorite schools in Blahbatuh, Gianyar regency which implements the 2013 Curriculum.

2. Literature Review

There are many definitions of perception suggested by experts. According to Angell (2015), perception is consciousness and related to the fact that humans think about things around them or their environment. It should be noted that the formation of perception starts from the eye, then the eye captures the stimuli, and from these stimuli, there are physiologically processes to generate perception. Eggen's theories (2001, as cited by Adediwura, 2007) suggest that viewing perceptions from the cognitive dimension of people assigns meaning to experiences. Therefore, perception will appear after people get certain stimuli in sensory memory. Thus, perception affects the information that enters working memory.

According to Dhull and Arora (2019), online learning is a distance learning system which takes advantage of technologies such as the World Wide Web, email, chat, new text, and group chat. Besides, recently online learning uses audio and video conferences delivered via computer networks to spread education. Thus, it can help students to learn at their own pace based on their abilities and comfort of each individual. Therefore, online education requires careful design and a lot of resources. Shank and Sitze (2004) add that online learning is a learning process that uses technology such as conferences, electronic libraries, Whatsapp, Zoom Meeting, google meet, etc. However, each of these online learning technologies cannot be done exclusively.

According to Zhao (2019), *Quizizz* is a game-based educational app, which makes the classroom atmosphere interactive and fun. The use of quizzes allows students to practice questions in the classroom using electronic devices. He also adds that *Quizizz* is different from other educational applications. The difference is that *Quizizz* has unique game characters, namely themes, avatars, memes, and music so that it

can entertain users. Thus, students will take the quiz at the same time as other students when using *Quizizz* application.

3. Methods

This research was designed in the form of mixed-method. The subjects of this research were the third-grade students at SMA N 1 Blahbatuh in academic year 2020/2021. The subjects consist of 70 students, including 39 males and 31 females. The research used questionnaire, interview, and observation to collect the data.

The questionnaires were created in adaptation to the questionnaire suggested by Ismail & Mohammad (2017), Basuki & Hidayati (2019), and Adnyani et.al (2019). There were six aspects of a questionnaire from User Experience Questionnaire (UEQ) (Paredes & Hernandez, 2017). The aspects are as follows: *attractiveness*, *perspicuity*, *efficiency*, *dependability*, *stimulation*, and *novelty*. This research was adapted to six aspects, in which the six aspects were translated into 30 questions and using four items on a Likert scale namely 'strongly agree', 'agree', 'disagree', and 'strongly disagree'. The questionnaires were distributed to the subjects by using an electronic questionnaire that was *Google form*. The detailed of responses score of students' questionnaire can be seen on the table below:

TABLE I.
RESPONSES SCORE OF STUDENTS' QUESTIONNAIRE

SCALE	SCORE
Strongly Agree (SA)	4
Agree (A)	3
Disagree (DA)	2
Strongly Disagree (SDA)	1

TABLE II.
THE CONVERSION FORMULA SCORE

Score	Criteria	Qualification
$X \geq Mi + 1.5 SDi$	Very Good	Very Positive
$Mi + 0.5 SDi \leq X \leq Mi + 1.5 SDi$	Good	Positive
$Mi - 0.5 SDi \leq X \leq Mi + 0.5 SDi$	Fair	Neutral
$Mi - 1.5 SDi \leq X \leq Mi + 0.5 SDi$	Less Good	Negative
$X \leq Mi - 1.5 SDi$	Bad	Very Negative

Note:

$$Mi = \frac{1}{2} (\text{Score Max} + \text{Score Min})$$

$$SDi = \frac{1}{3} (Mi)$$

Mi = the Ideal Mean

SDi = the Standard of Deviation

X = The Score of the Students

The interview was done to six participants of the third-grade students of SMA N 1 Blahbatuh who had done *Quizizz* game in online learning. The interview guide which included of open-ended questions was used in interviewing those participants. The interview guide consisted of six dimensions such as *attractiveness*, *perspicuity*, *efficiency*, *dependability*, *stimulation*, and *novelty*. The participants responses related to the six dimensions were analyzed to describe the constraints that the students had about the use of *Quizizz* to assist the learning process during Covid-19 pandemic

The interview was helpful to obtain data from the subjects. The interview was used to obtained data about the constraints that the students had about the use of *Quizizz* to assist the learning process during Covid-19 pandemic. There were three students from XII MIPA 5 class and three students from XII BB class at SMA N 1 Blahbatuh to be the interviewees who had filled the questionnaires. Thus, the total numbers of

students interviewed are six students who had filled the questionnaires and taken a series of *Quizizz* for two semesters.

The steps for analyzing the results of qualitative data were adopted from Miles and Huberman (1994). The research model can be seen as follows:

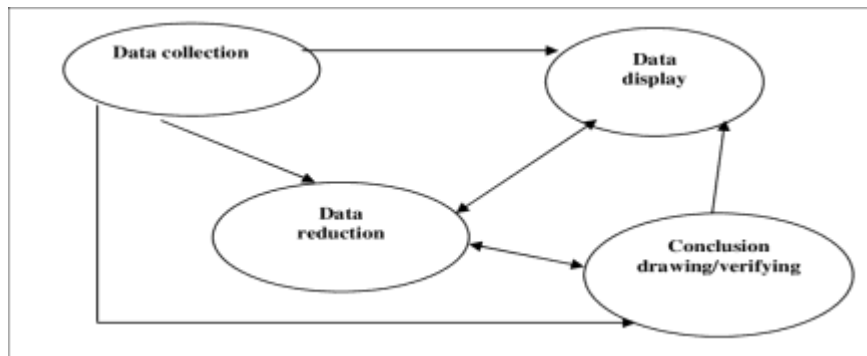


Figure. 1. Miles and Huberman Data Analysis

The diagram above indicates that there were three processes of data analysis, namely *data reduction*, *data display*, and *conclusion drawing/verifying* (Miles & Huberman, 1994). The processes of data analysis were as follows; (1) *Data reduction* refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appear in field notes or transcriptions. Therefore, this stage was the process of collecting data related to the research. Then, the data were collected as a whole for selection at a later stage; (2) *Data display* is an organized and compressed collection of information enables the drawing and concluding action. Therefore, the collection of information enables the researcher to arrange the preparation of data collection and take action; (3) *Conclusion Drawing or Verifying* is the verification or withdrawal of all the data. The researcher’s verification will conclude all research data collected before (Miles & Huberman, 1994).

4. Results and Analysis

The Result of Questionnaire about Students’ Perceptions

In this research, the questionnaire was used to find out students’ perceptions about the use of *Quizizz* as a learning platform to assist the learning process during Covid-19 pandemic. The questionnaire consisted of 28 items only and four options of the response such as *strongly disagree*, *disagree*, *agree*, and *strongly agree*. Those 28 item statements were divided into six dimensions such as *attractiveness*, *perspicuity*, *efficiency*, *dependability*, *stimulation*, and *novelty*. The result of questionnaires toward students’ perceptions on the use of *Quizizz* was presented based on the dimension.

TABLE III.
 THE CATEGORIZATION OF MEAN SCORE FOR EACH DIMENSION.

No	Criteria	Interval	Categorization	Criteria
1	$M_i + 1.5 SD_i \leq M \leq M_i + 3.0 SD_i$	$3.25 \leq M \leq 4$	Very High	Very Positive
2	$M_i + 0.5 SD_i \leq M \leq M_i + 1.5 SD_i$	$3.15 \leq M \leq 3.45$	High	Positive
3	$M_i + 1.5 SD_i \leq M \leq M_i + 3.0 SD_i$	$3.25 \leq M \leq 4$	Very High	Very Positive
4	$M_i + 1.5 SD_i \leq M \leq M_i + 3.0 SD_i$	$3.25 \leq M \leq 4$	Very High	Very Positive
5	$M_i + 1.5 SD_i \leq M \leq M_i + 3.0 SD_i$	$3.25 \leq M \leq 4$	Very High	Very Positive
6	$M_i + 0.5 SD_i \leq M \leq M_i + 1.5 SD_i$	$3.15 \leq M \leq 3.45$	High	Positive

(Adapted from Koyan, 2012)

The Result of Students’ Perceptions about Quizizz on Attractiveness Dimension.

The result of *Quizizz* students' perception questionnaire on attractiveness aspect, for the first statement, it was found that the majority of the third-grade students at SMA N 1 Blahbatuh 69 (98,5%) agreed that *Quizizz* application has web services and an attractive display as a support for students learning process in a pandemic situation. The second statement found that the majority of the third-grade students at SMA N 1 Blahbatuh 69 (98,6%) agreed that *Quizizz* application has some special challenging features which make students challenged in answering questions during the quiz. In the third statement, It showed that most of the third-grade students at SMA N 1 Blahbatuh 69 (98,6%) agreed that online learning supported by *Quizizz* application is fun.

In this study, Mean Ideal (Mi), and Standard Deviation Ideal (SDi) were counted to determine the category of mean score of students' perception toward *Quizizz* on *attractiveness dimension*. , the Mean Ideal (Mi) of the questionnaire was 2.5 and the Standard Deviation (SDi) was 0.5. The mean score of *Quizizz* students' perception toward the use of *Quizizz* on *attractiveness dimension* was 3.61 and it was in the categorization of 'Very High'. Therefore, the mean score of *the attractiveness dimension* was in interval $3.25 \leq M \leq 4$. So, it can be inferred that students' perception toward the use of *Quizizz* to assist the learning process during Covid-19 pandemic on *attractiveness dimension* had a very positive perception.

The Result of Questionnaire about Students' Perceptions on Perspicuity Dimension

For the fourth statement, It denoted that the majority of the third-grade students at SMA N 1 Blahbatuh 67 (95,8%) agreed that *Quizizz* makes students enjoy online learning. From the fifth statement, it can be seen that most of the third-grade students at SMA N 1 Blahbatuh 64 (91,5) agreed that *Quizizz* is convenient to use for online learning. The sixth statement showed that the majority of the third-grade students at SMA N 1 Blahbatuh 68 (97,1%) agreed that the use of *Quizizz* application is more fun than Google Classroom for students' exercise.

The man ideal (Mi) of the questionnaire was 3 and the standard deviation (SDi) was 0.3. Then, it was calculated to determine the categorization of the mean score of students' perception toward the use of *Quizizz* on the third dimension. Based on Table III, the mean score of students' perception toward *Quizizz* on *perspicuity dimension* was in high categorization and positive qualification, since the mean score was 3.42 and it is in interval $3.15 \leq M \leq 3.45$. This result indicated that students' perception toward the use of *Quizizz* to assist the learning process during Covid-19 pandemic on *perspicuity dimension* had a positive perception.

The Result of Questionnaire about Students' Perceptions on Efficiency Dimension

The seventh statement denoted that the majority of the third-grade students at SMA N 1 Blahbatuh 63 (90%) agreed that *Quizizz* does not provide an opportunity to copy a friends' answer. The eighth statement indicated that most of the third-grade students at SMA N 1 Blahbatuh 68 (97,1%) agreed that *Quizizz* is successful in providing feedback on the results of students' work.the ninth statement showed that the majority of the third-grade students at SMA N 1 Blahbatuh 65 (92.8%) agreed that *Quizizz* is a better platform than e-learning to provide feedback on the results of students' work in a pandemic situation. The tenth statement showed that the majority of the third-grade students at SMA N 1 Blahbatuh 67 (95,7%) agreed that *Quizizz* helps maintain students' knowledge of the material presented in online learning. The eleventh statement indicated that the majority of the third-grade students at SMA N 1 Blahbatuh 67(95,7%) agreed that *Quizizz* is an effective task platform to assist the learning process during Covid-19 pandemic. The twelfth statement showed that the majority of the third-grade students at SMA N 1 Blahbatuh 68 (97,2%) agreed that *Quizizz* has a good chronological order so that students have no difficulty in operating it.

The man ideal (Mi) of the questionnaire was 2.5 and the standard deviation (SDi) was 0.5. Then, it was calculated to determine the categorization of the mean score of students' perception toward the use of *Quizizz* on the third dimension. Based on Table III, it can be seen that the mean score of *Quizizz* students' perception of *efficiency dimension* was 3.42 and it was in the categorization of 'Very High'. Therefore, the mean score of *attractiveness dimension* was in interval $3.25 \leq M \leq 4$. In the order words, it can be inferred that students' perception toward the use of *Quizizz* to assist the learning process during Covid-19 pandemic on *efficiency dimension* had a very positive perception.

The Result of Questionnaire about Students' Perceptions on Dependability Dimension

The result of *Quizizz* students' perception questionnaire on *Dependability* dimension, for the thirteenth statement, it was found that most of the third-grade students at SMA N 1 Blahbatuh 68 (97,1) agreed that *Quizizz* is a good interactive learning medium during Covid-19 pandemic. The fourteenth statement showed that majority of the third-grade students at SMA N 1 Blahbatuh 67 (95,8) agreed that *Quizizz* can make students interact well during the online learning process. The fifteenth statement found that

the majority of the third-grade students at SMA N 1 Blahbatuh 68 (97,1%) agreed that students have answered each question in *Quizizz* session. For the sixteenth statement, the result showed that the majority of the third-grade students at SMA N 1 Blahbatuh 64 (91,4%) participants agreed that they answer as quickly as possible to each question when starting a quiz with *Quizizz* application. The seventeenth statement showed that the majority of the third-grade students at SMA N 1 Blahbatuh 66 (94,3%) agreed that students like collaboration and competition in *Quizizz* session. For the eighteenth statement, it was found that the majority of the third-grade students at SMA N 1 Blahbatuh 68 (97,2%) agreed that *Quizizz* helps students to focus on learning material. The nineteenth statement found that the majority of the third-grade students at SMA N 1 Blahbatuh 68 (97,1%) agreed that *Quizizz* revealed students' actual competence or knowledge even in online learning.

Based on Table III, it can be seen that the mean score of *Quizizz* students' perception toward the use of *Quizizz* on *dependability dimension* was 3.47 and it was in the categorization of 'Very High'. Therefore, the mean score of the fourth dimension was in interval $3.25 \leq M \leq 4$. So, it can be inferred that students' perception toward the use of *Quizizz* to assist the learning process during Covid-19 pandemic had a very positive perception on *dependability dimension*.

The Result of Questionnaire about Students' Perceptions on Stimulation Dimension

Based on Diagram, the result of *Quizizz* students' perception questionnaire on *Stimulation dimension*, for the twenty statements, it showed that the majority of the third-grade students at SMA N 1 Blahbatuh 58 (82,8%) agreed that *Quizizz* is used regularly to help the online learning process during Covid-19 pandemic. The twenty-first statement found that the majority of the third-grade students at SMA N 1 Blahbatuh 69 (98,6%) agreed that *Quizizz* gives a positive vibe when played in online learning. For the twenty-second statement, it was found that almost all of the third-grade students at SMA N 1 Blahbatuh 70 (100,0%) agreed that *Quizizz* can give students motivation to win all questions in a quiz session. The twenty-third statement found that the majority of the third-grade students at SMA N 1 Blahbatuh 69 (98,6%) agreed that *Quizizz* gives them the motivation to keep learning even in a pandemic situation. For the twenty-fourth statement, it showed that the majority of the third-grade students at SMA N 1 Blahbatuh 65 (92,9%) agreed that the final quiz leader board satisfies students. The twenty-fifth statement showed that the majority of the third-grade students at SMA N 1 Blahbatuh 67 (95,8%) agreed that *Quizizz* game is creative and innovative learning.

Based on Table III, the mean score of students' perception toward *Quizizz* on *stimulation dimension* was in very high categorization and positive qualification, since the mean score was 3.41 and it is in interval $3.25 \leq M \leq 4$. This result indicated that students' perception toward the use of *Quizizz* to assist the learning process during pandemic on *stimulation dimension* had a very positive perception.

The Result of Questionnaire about Students' Perceptions on Novelty Dimension

The twenty-sixth statement showed that almost all of the third-grade students at SMA N 1 Blahbatuh 69 (98,6%) agreed that *Quizizz* create an energetic classroom atmosphere in online learning. For the twenty-seventh statement, it was found that the majority of the third-grade students at SMA N 1 Blahbatuh 97 (95,7%) agreed that *Quizizz* game has some special challenging features. The twenty-eighth statement showed that the majority of the third-grade students at SMA N 1 Blahbatuh 66 (94,3%) agreed that *Quizizz* application is familiar and simple to do.

Based on Table III, it can be seen that the mean score of *Quizizz* students' perception for *novelty dimension* was 3.43 and it was in the categorization of 'High'. Therefore, the mean score of the last dimension was in interval $3.15 \leq M \leq 3.45$. In the order words, it can be inferred that students' perception toward the use of *Quizizz* to assist the learning process during Covid-19 pandemic had a positive perception in terms of *novelty dimension*.

These findings are supported by Mohamad, Arif, & Noor (2020) state that *Quizizz* helped students improve effective levels, increase cognitive activity, motivation, provide positive reinforcement, and direct feedback in student learning. They also add that *Quizizz* is considered challenging, thought-provoking, and able to reveal the real competence of students. Other than that, Bicen and Kocakoyun (2018) state that using gamification like *Quizizz* or Kahoot! make students understand lessons better and make it easier to remember information. They add that Quizzes can be used effectively for the gamification of lessons. Junior (2020) adds that *Quizizz* has features that possible to create quizzes, assignments, set deadlines with days and times for students' homework.

The Result of Students' Constraints using Quizizz

The first question elicited about students' opinions whether they like *Quizizz* application or not when used for online learning in a pandemic situation. According to their answers, they loved *Quizizz* because it was an interesting app for scoring students. At the end of the quiz, the students would see a scoreboard which made them be challenged to answer the questions. Depending on internet connection was something that students didn't like because they experienced problems while online quiz. The statement was supported by the interview result.

"Quizizz is suitable for online learning. *Quizizz* is also very interesting because *Quizizz* can immediately see how many scores we get and can also compete with friends. So, I am challenged to answer every question. What I don't like is that sometimes when the quiz starts, I can't join the *Quizizz* link that the teacher gave me, I also don't know why, but he said it was because the account or email was out of sync."

The second question is about the effectiveness of *Quizizz* application in terms of efficiency and speed. The students were asked about their general experiences. Based on their answers, the features available in the *Quizizz* application was very interesting, ranging from music, pictures, and memes. Besides that, the scoreboard was also a fun thing for them. Therefore, they interest in learning increases with these interesting features available on *Quizizz* application. This statement is supported by the answers from students 2 and 4 who explained the features of *Quizizz* application.

"*Quizizz* has many views and features, so it doesn't make you bored when learning online. So, it increases interest in reading questions and studying the material. Besides that, the music also makes it even more exciting when you answer questions."

The third question discusses the ease of understanding and operating *Quizizz* application in online learning. Related to their answers, There are no significant difficulties when operating *Quizizz*. Students explain how to access the Quiz easily because it has been directed by the instructor or teacher. They only need to enter the game code on their respective accounts. Therefore, there is no difficulty operating *Quizizz*. However, it is the same as in the previous statement, in which the students regretted the internet connection which caused the Quiz to get stuck. In this case, it can be seen that internet connection problems were an obstacles that students often face when doing online quizzes. The interview result for question number 3 can be seen as follows.

"There is no difficulty. I think *Quizizz* is easy to use because the teacher has provided the link and the quiz code that we need to access. After getting the code, what we need to do next is enter the code in our account. After entering the code directly we will entering the team. Then, waiting for the teacher to start the quiz and logging out is very easy. An annoying obstacle is the internet signal that makes the learning process less effective or jammed, the rest is not there."

The fourth question examines a scale to determine the predictability and security aspects of *Quizizz* application when used in online learning. Referring to students' answers, the security of the *Quizizz* app was good. They gave a statement stating that *Quizizz* had a good security aspect to use when learning online. the security aspect that they consider was the security in scoring, cheating from friends, and the answer key on questions. Thus, the scores they got were purely from work and knowledge. The statement was supported by the interview result.

"The security aspect of the *Quizizz* is good. Because we can't cheat on a friend, so our answer is safe. In giving a score there is no cheating because after completing the answers, the quiz score appears on the leader board. It is good for students' assessment so our scores are genuine without any manipulation."

The fifth question refers to the students' feelings about *Quizizz* application that motivates them to learn during a pandemic situation. According to their answers, they felt motivated to answer questions for practice purposes when using *Quizizz*. Students stated that they were sometimes bored with the way teachers gave exercises which only gave questions on PowerPoint and answered them on a piece of paper. It's different from using *Quizizz*, students felt different because of the features available on the *Quizizz* application. This statement was supported by the result of the interview to the students.

"In my opinion, I am quite motivated to learn when using *Quizizz* because it can add insight and interest in learning. *Quizizz* has a feature for delivering interesting material that is easy to understand. I think *Quizizz* can create creative and innovative learning."

The sixth question discusses the novelty of the *Quizizz* application. Related to their answers, *Quizizz* had something new that made it different from other online learning apps. One of them was the display provided by *Quizizz*. Besides the appearance, *Quizizz* also had something new on the scoreboard that would appear at the end of the Quiz session. The statement was supported by the interview result.

"Besides using *Quizizz*, my teacher had used Google Classroom and Zoom. *Quizizz* is more attractive. For practice questions, I prefer to use *Quizizz* because the results immediately appear so I don't wait for

the teacher to finish checking our answers. I feel more relieved that day, and we can see our score immediately.”

The findings of this research indicated that there are several constraints the students faced when using *Quizizz* during online learning. From the results of the data obtained, there are two constraints that the students faced, such as the account or email out of sync and the internet connection problems.

The first constraint is about the account or email that is out of sync. The students said that sometimes they don't like using *Quizizz* because they can't follow the *Quizizz* link that the instructor gives students. The teacher only says that because the account or email is out of sync. They feel uncomfortable with the problem that they have repeatedly experienced. Therefore, students need to find the extra time or use another email to take part in online quizzes.

The second constraint is about internet connection problems that often occur while online quiz. In this problem, they answered that the obstacle of *Quizizz* that they feel is the internet connection problem when the quiz starts. They feel not comfortable with this condition. Students said that they had to repeat the quiz if the connection was unstable, it would waste time and affect their final score. These findings are supported by Junior (2020) who mentioned that *Quizizz* has disadvantages, namely: (1) platform usage is only available online, so an internet connection is required to create and respond to quizzes; (2) for each quiz section, only one answer is accepted to be registered as to correct answer. Therefore, students need to pay attention to the internet connection when starting online quizzes to avoid problems connecting accounts with *Quizizz*. This is a challenge for students to take online quizzes that require an internet connection. Thus, the quiz cannot be done if there is no internet connection. In other words, *Quizizz* application can only be used online.

5. Conclusion

Based on the objectives of the study, the result of findings, and the discussion part, it can be concluded that students' perceptions on the use of *Quizizz* to assist the learning process during Covid-19 pandemic at SMA N 1 Blahbatuh is categorized into very positive perception. The twenty-eight item statements are divided into six dimensions such as *attractiveness, perspicuity, efficiency, dependability, stimulation, and novelty*. Those dimensions show very high categorization. It means that the students strongly agree that *Quizizz* beneficial to enhance online learning activities during Covid-19 pandemic. There are two constraints that the students have about the use of *Quizizz* such as the account or email out of sync and the internet connection problems. The students feel uncomfortable with the problem that they have repeatedly experienced. In this case, the quiz cannot be done if there is no internet connection.

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