

## **The Use of the Quizizz Application for *Osing* Language Subjects in Class V at Madrasah Ibtidaiyah Negeri 1 Banyuwangi**

### **Rusdi**

Kiai Haji Achmad Siddiq State Islamic University, Jember, Indonesia

### **Fauzi Rizal\***

Maulana Malik Ibrahim State Islamic University, Malang, Indonesia

### **Risa Ayu Permatasari**

Kiai Haji Achmad Siddiq State Islamic University, Jember, Indonesia

\*Correspondence author: [fauzidinar05@gmail.com](mailto:fauzidinar05@gmail.com)

### **Abstract:**

MIN 1 Banyuwangi implements *Osing* language learning as local content learning. *Osing* language is a regional language used to communicate in everyday life by the people of Banyuwangi, *Osing* language learning is done every 2 weeks on Fridays using the Quizizz application. The use of this application is expected to make it easier for students to learn and understand the *Osing* language. This research uses a descriptive qualitative approach and a case study type of research. They were determining research subjects using *Purposive* techniques. Data collection techniques use observation, interviews, and documentation. In analyzing data, researchers use data condensation (Data Condensation), present data (Data Display), and draw conclusions or verification (Conclusion Drawing and Verification). The validity of the data in this research uses technical triangulation and source triangulation. The results show that: 1) Planning to use the Quizizz application *Osing* language learning carried out by teachers by determining the syllabus and lesson plans for one semester, as well as preparing the Quizizz application; 2) Implementation of the use of the Quizizz *Osing* language learning application includes teachers preparing questions on the Quizizz application; 3) use of the Quizizz application as an alternative media to improve *Osing* language learning.

### **Keywords:**

*Osing* Language; Quizizz Application

DOI: [10.18952/aladzkapgmi.v13i2.11025](https://doi.org/10.18952/aladzkapgmi.v13i2.11025)

**Received:** 1 September 2023; **Accepted:** 21 December 2023; **Published:** 26 December 2023

### **How to cite :**

Rusdi., Rizal, F., and Permatasari, R, A. (2023). The Use of the Quizizz Application for *Osing* Language Subjects in Class V at Madrasah Ibtidaiyah Negeri 1 Banyuwangi. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 13 (2), 171-188



This is an open access article under Creative Commons Attribution 4.0 International License

## Introduction

Regional languages are languages that are commonly used as regional languages or ethnic languages. *Osing* language is part of the regional language. *Osing* Language itself is a language marked by regional characteristics, inherited and maintained from generation to generation, developing with the growth of the forerunners of the Banyuwangi community. This learning is included in the local content curriculum which must be implemented at all levels of basic education, both public and private in Banyuwangi Regency, including at MIN 1 Banyuwangi (Teresiya, H.W, 2023). Regional languages such as mother tongues are very urgent to be maintained from an early age, mother tongues are maintained because the process of acquiring them is natural (Ibda, 2017). The use of the mother tongue as a daily communication medium for its users is a form of maintaining the mother tongue, by linguists with the aim of realizing cultural diversification, maintaining ethnic identity, enabling social adaptability, and increasing linguistic sensitivity (Rosyid, 2014). The important role of local content curriculum in preserving local regional language lessons, because with very rapid changes in times and continuously innovating technology, the next generation may forget the origins of their ancestors, namely their regional language (Angraeni & Petikasari, 2020).

*Osing* Language Learning must be realized by the teacher as a responsibility as an educator to provide understanding to students as a subject that must be understood (Wahyudiono, 2018). For *Osing* language learning can grow and develop well, teachers need to improve learning media in learning by using the Quizizz application. Quizizz is a digital and online-based learning media (can be used if there is adequate internet support) that consists of quizzes, surveys, games, and other discussion features (Mulyati & Evendi, 2020). Teachers need to increase students' interest in learning because if students are less interested in doing assignments, the resulting learning will be less than optimal. In this regard, teachers must apply various approaches, strategies, methods, and media that will be used to achieve learning.

Learning can be interpreted as educators' efforts to help students carry out learning activities (Sudjana, 2005). The role of educators is not only to provide information but also as a guide and provider of learning facilities. The learning process will be more adequate by determining the right strategy, optimal media, careful planning, and so on (Tantowi, 1997).

In the world of education today, many learning plans focus more on the learning system, as is the case at Madrasah Ibtidaiyah Negeri 1 Banyuwangi. Based on initial studies through interviews with one of the class V teachers at Madrasah Ibtidaiyah Negeri 1 Banyuwangi, the institution utilizes electronic-based learning by using the Quizizz application in *Osing* language learning (Cahyono, 2021). Apart from that, learning activities must continue and their quality must be maintained or improved. In this way, the teachers at the school use several appropriate strategies so that learning continues to run well and students remain interested in participating in each lesson.

Nowadays, students' interest in learning regional languages has begun to decline, some students consider regional languages to be languages that should not be studied because they are already communicated in everyday life. In addition, students consider *Osing* language learning, not a national or international language lesson so they consider this lesson not very interesting what is even more ironic is that students find it difficult to understand *Osing* language learning from national language lessons. At the beginning of *Osing* language learning at Madrasah Ibtidaiyah Negeri 1 Banyuwangi only used the WhatsApp application to communicate with students and provide files as the material to be studied and the form of assignment.

Learning like this is considered inappropriate and can reduce students' interest in learning (Heckie et al., 2022).

Appropriate solutions are needed in implementing teaching and learning activities, it is feared that this problem could result in the learning objectives that have been set not being achieved. Based on this description, careful planning is needed in learning. With careful planning, this problem can be overcome by implementing innovations in learning, namely by using the Internet as a medium. Learning using the Quizizz application is expected to provide benefits and is considered very suitable to replace online learning, especially *Osing* language learning in Madrasah Ibtidaiyah Negeri 1 Banyuwangi.

Utilization of the Quizizz application as a learning media for *Osing* language subjects at Madrasah Ibtidaiyah Negeri 1 Banyuwangi is one of the factors of interest for researchers. Generally, this application is only used for quizzes in games, but one of the teachers at Madrasah Ibtidaiyah Negeri 1 Banyuwangi uses this application as a medium to provide training in completing the tasks that have been given and it is hoped that it can increase interest in learning for his students.

The use of this application is also supported by all parents in online learning at home. The student's parents appreciated and were very enthusiastic about taking part in this learning, even though they only assisted in how to operate it. So that students have knowledge about the application. Not only that, student guardians facilitate students' online learning, especially the use of the Internet in online learning. Supporting factors from the student's parents can make it easier to achieve this quality of learning.

Results of previous studies (Kusuma, 2020) explained that there was effectiveness in using Quizizz media in the closing activity of online physics learning on work and energy material which was reviewed through student responses in class X MIPA (Mathematics and Natural Sciences) students at Masehi Kudus High School. This learning model can improve the learning outcomes of Class X MIPA (Mathematics and Natural Sciences) at SMA Masehi Kudus in the field of study of physics, the subject of work and energy. Study results (Naipospos, 2020) stated that in general, the Quizizz application is useful in learning Accounting which is carried out online in the online learning process. Study results from (Suciningsih, 2020) explained that the implementation of Quizizz as a tool for assessing results during the Covid-19 period at Madrasah Ibtidaiyah Muhammadiyah Tambakan Ajibarang Banyumas was very effective because during Covid 19 the entire learning was carried out online, Quizizz as an online learning medium can be accessed anywhere, anytime, and by anyone, students and educators as Admin can immediately see the score of learning results. Apart from that, learning results can be directly downloaded in the form of an Excel file with the analysis results divided into two sheets, namely class level and player level, making it easier and faster for teachers to make decisions on learning outcomes for students.

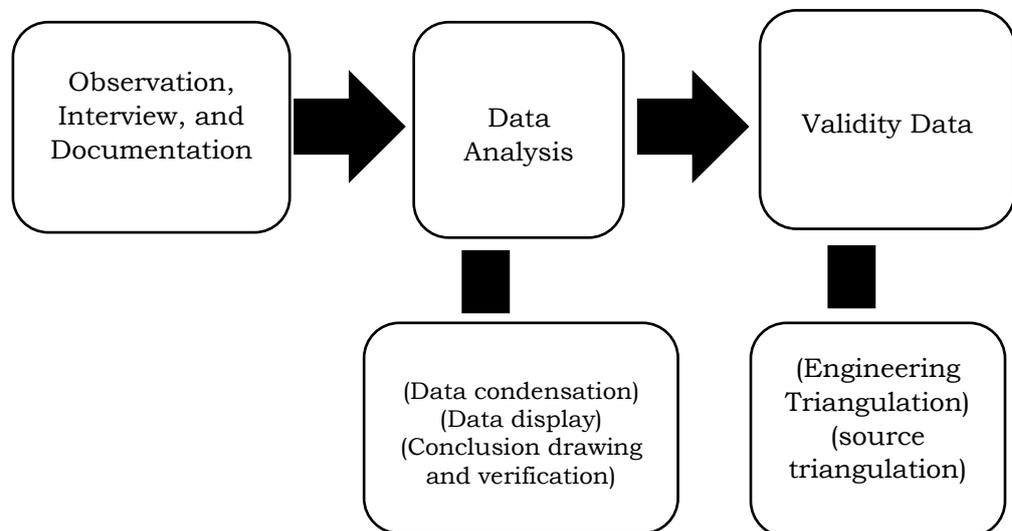
Results of previous studies (Humairoh, 2020) concluded that the use of the Quizizz application is very suitable for increasing interest in learning. Study results from (Syaifulloh, 2020) The research method used was development (R&D) by adopting the development model from Borg and Gall, the results: Based on the validity of the material and media, the validity level results from material experts were 80% in the valid category, media experts 94% in the very valid category. Meanwhile, the level of practicality obtained from the class VII integrated social studies teacher was 98.8% in the very practical category and the student questionnaire that obtained practicality results was 93.7% in the very practical category.

It is hoped that using the Quizizz application can improve the quality of learning and increase students' interest in *Osing* language learning, So that this learning can be achieved. Based on the statement above, researchers are interested

in researching "The Use of the Quizizz Application for *Osing* Language Subjects in Class V at Madrasah Ibtidaiyah Negeri 1 Banyuwangi". The aims of this research are: 1) To describe the planning for using the Quizizz application in *Osing* language subjects Class V at Madrasah Ibtidaiyah Negeri 1 Banyuwangi. 2) To describe the implementation of using the Quizizz application for *Osing* language subjects in Class V at Madrasah Ibtidaiyah Negeri 1 Banyuwangi. 3) To describe the advantages and disadvantages of the Quizizz application.

### Research Method

Types of research in using the Quizizz application in *Osing* language subjects Class V at Madrasah Ibtidaiyah Negeri 1 Banyuwangi uses qualitative case studies. According to Margono, a case study is intensive and detailed attention to a case regarding the background of the current situation at issue. This type of case study research is used to find out in-depth about the phenomenon to be studied (Lex J Meeong, 2016).



**Figure 1. Research Methods or Procedures Used in this Research**

Data collection techniques are observation, interviews, and documentation (Sugiono, 2017), and then data analysis is carried out. Data analysis in qualitative research is the process of systematically searching and compiling data obtained through interviews, observation, and documentation by organizing the data into categories, describing them into units, synthesizing, arranging them into patterns, choosing what is important and what will be studied, and making conclusions. Data analysis is the process of reviewing and examining data and synthesizing and interpreting the collected data so that it can describe and explain the phenomenon or social situation being studied (Yusuf, 2017).

The data was analyzed using several steps according to Miles Huberman's theory, namely three steps: data condensation, data display, conclusion drawing, and verification. Data condensation refers to the selection process (selecting), constriction (focusing), simplification (simplifying), summarization (abstracting), and data transformation (transforming) (Miles, 2014).

Lastly, validate the data through triangulation of techniques and sources. The triangulation technique is to test the credibility of the data which is done by checking the data against sources using different techniques. Triangulation technique by comparing interview data between information (from the principal, head of curriculum, head of development, subject teachers, and fifth-grade students with the results of observations and the contents of documentation related to research such

as syllabus, lesson plans, documentation in the form of pictures or photo: Triangulation of sources was used by researchers by comparing the results of interviews between school principals, head of curriculum and teachers.

## **Results and Discussion**

### **1. Planning for Using the Quizizz Application in *Osing* Language Learning at Madrasah Ibtidaiyah Negeri 1 Banyuwangi**

A plan is a part that supports the smooth running of learning. Planning can make it easier for a teacher to achieve learning goals. It's the same as using the Quizizz application for *Osing* language subjects, before carrying out learning, a teacher must plan to achieve the desired learning objectives so that teaching and learning activities run effectively and efficiently (Dianti et al., 2023).

Based on observation data that researchers have obtained, planning activities for using the Quizizz application in *Osing* language learning Class V at Madrasah Ibtidaiyah Negeri 1 Banyuwangi is carried out carefully and is full of preparation. This is because planning is crucial for smooth and successful learning. Having a plan can minimize obstacles that arise during learning. Results of the interview with the principal of Madrasah Ibtidaiyah Negeri 1 Banyuwangi, Mr. Sumarman, S.Ag:

“At the beginning of the pandemic, to be honest, I had difficulty organizing learning, because of the lack of readiness of teachers in conducting learning. So online learning for the first time only relied on WhatsApp as an online learning medium and a medium for sending assignments from a YouTube link. But as time goes by, students become bored with this kind of learning, their understanding of the material is also lacking, and many teachers' and parents' cell phones are experiencing disruption because of the large number of assignments given. Finally, we tried other alternatives to make online learning more attractive to all students without exception. The alternatives I give to teachers are diverse, starting from learning using Zoom, Google Meet, Google Classroom, Quizizz, and so on. What is important is that it relates to online learning and that learning objectives can be achieved. "In this case, every teacher may use any electronic media for their learning, but provided that the learning objectives are achieved.” (Sumarman, 2021).

The statement above can be understood to mean that all learning media may be used as long as the learning objectives can be achieved because media is anything that can be used to transfer information and provide a stimulus for the learning process in the learner (Khairunnisa & Aryanti, 2018). This was also conveyed by the head of development, Mr. Mustakim, S.Pd:

“Each teacher can choose what electronic media to use for their learning apart from WhatsApp and YouTube, to make each lesson easier. In online learning, what students need is not only material but motivation to maintain their learning even when they are at home. Technical learning issues are returned to each teacher to plan what learning will be implemented” (Mustakim, 2021).

Apart from preparing the media to start learning, teachers also make preparations before carrying out the teaching and learning process. In this case, the teacher first prepares learning tools in the form of a syllabus and lesson plans with a grid of questions, instructions for working on questions, and multiple-choice questions. answer key, scoring guide, guide to using the "Quizizz" application, compiler profile, and back cover (Putri & Dwijayanti, 2020).

The planning stage is very necessary for implementing learning because it is a reference in implementing learning carried out by the teacher concerned. The planning stages carried out by the teacher have all been explained in the RPP. This description is an explanation from Mr. Sumarman, S, Ag:

“All teachers are required to make a syllabus and lesson plans first, before carrying out learning in class with the aim of making learning more structured. Apart from that, the RPP also explains the media, methods, and strategies that will be used in the learning process. In this way, it is hoped that learning will be more interesting and learning objectives will be achieved” (Sumarman, 2021).

Based on the results of the interview with the head of the madrasah (school), teachers at Madrasah Ibtidaiyah Negeri 1 Banyuwangi made lesson plans before carrying out classroom learning. This is an obligation carried out by every teacher so that learning is more effective and learning objectives are achieved. This was conveyed by the Deputy Head of Curriculum and subject teacher, Mr. Eko Cahyono, S.Pd:

“The syllabus is prepared at the beginning of each new academic year that will start. Apart from that, the RPP (lesson plans) is also made as a reference material for learning to run well. Apart from lesson plans, media must also be considered and teachers must be smart in using electronic media at school. Many electronic media are used in every lesson, one of which is the use of the Quizizz application. In *Osing* language learning I'm trying to make learning interesting with the help of the Quizizz application. With the hope that all class V students will study diligently” (Cahyono, 2021).

From the interview above, it can be understood that lesson plans are necessary for learning, but to make the teaching and learning process focused and have clear objectives. Teachers also need to consider media that can support learning to achieve the goals they want to achieve. Apart from that, with electronic media, learning continues even remotely. the use of varied media also determines whether learning can run effectively or not. Combining various learning models and media that are utilized, can arouse student motivation to improve learning achievement and reduce boredom and boredom in learning (Sholeh et al., 2021).

The electronic media is in the form of the Quizizz application which has been applied in *Osing* language learning. This application has a complete and flexible feature (Ramadhaningsih et al., 2023). This can make it easier for students to work on questions anywhere and anytime. Teachers are also given the convenience of creating quizzes and managing the use of quizzes. In fact, teachers can immediately get the results of the question analysis which can be forwarded or sent directly to the students' parents. Quizizz is an effective and efficient learning evaluation media (Pusparani, 2020). This app is a game-based educational application, which brings multiplayer activities to the classroom and makes the exercises interactive and fun in the classroom (Mulyati & Evendi, 2020). This learning is designed so that students feel this learning is more fun and not boring (Kurniawan, 2022). Learning with the Quizizz application is designed as if students are playing quizzes even though they are working on assignments that have been given by the teacher.

Apart from that, with this application, Mr. Eko Cahyono, S.Pd. as an *Osing* language learning teacher hopes that students' learning motivation will always grow and increase every day. Planning to use the Quizizz application in *Osing* language learning by applying Quizizz learning media to students. This was conveyed by the head of the learning curriculum, Mr. Eko Cahyono, S.Pd, that:

“In applying Quizizz learning media to students, there are several things that need to be prepared, including socializing the Quizizz application to students, students must know what the Quizizz application is in learning. Register me Gmail on the Quizizz website or click the Quizizz link. After all students are registered, use of the Quizizz application for *Osing* language learning can be implemented” (Cahyono, 2021).

Based on the results of the interview above, it can be understood that before planning to use the Quizizz application in *Osing* language learning, all students

must install the Quizizz application first before starting this lesson. This is intended to introduce this application to students first.

## 2. Implementation of the use of the Quizizz application in Class V *Osing* Language Subjects at Madrasah Ibtidaiyah Negeri 1 Banyuwangi

Quizizz is an online educational game application that can be used as a means of delivering learning material or as a learning evaluation media. Quizizz has interesting features that make learning more fun (Nurpratiwi et al., 2022), (Rosdiana & Gianistika, 2023). Aplikasi Quizizz menjadi salah satu pilihan media pembelajaran yang diterapkan mata pelajaran bahasa *Osing* kelas V di MI negeri 1 banyuwangi karena pengaplikasiannya memberikan dampak yang lebih baik bagi proses pembelajaran. The Quizizz application is one of the learning media choices applied to *Osing* language subjects class V in Madrasah Ibtidaiyah Negeri 1 Banyuwangi because its application has a better impact on the learning process. Quizizz is an application in the form of an interactive quiz that is considered capable of attracting students' interest because it replaces the old method of quizzing which only involves paper and pen but consists of questions created by teachers on Quizizz for students to complete by entering the join code (Lider, 2022), (Khairiyah et al., 2021).

After making a plan for learning the *Osing* language with the help of the Quizizz application, the teacher begins to carry out the learning. The implementation of teaching and learning activities in class V Madrasah Ibtidaiyah Negeri 1 Banyuwangi has been scheduled. This has been explained by the *Osing* language subject teacher according to interviews conducted by researchers. The interview process in implementing *Osing* language learning Mr. Eko Cahyono, S.Pd. say:

“I designed the implementation of this learning within 1 month, 2 meetings, or once every 2 weeks to train the children in completing the final learning assignment. This learning is carried out in two different classes with the same hour duration for each lesson. So learning in each class can be managed well, and learning objectives can be achieved” (Cahyono, 2021).

Results of interviews with Mr. Eko Cahyono S.Pd. He said that the teaching and learning activities in the class would start from 08.00-10.00 WIB and were divided into two classes. Class 5C starts teaching and learning activities from 08.00-09.00 WIB with a duration of 1 hour from absence, pray, to implementation of the lesson. Likewise, class 5D starts its teaching and learning activities from 09.00-10.00 WIB. This lesson takes place after the first lesson in the previous class.

Related to the implementation of the use of the Quizizz application on *Osing* language learning For class 5, the teacher arranges several learning steps that will be delivered, including:

- a. *Osing* teachers organize language learning at every meeting

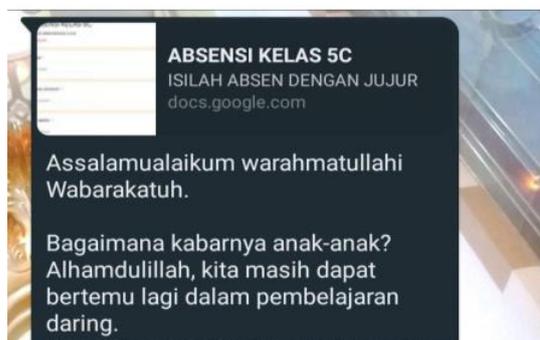


Figure 2. Class 5C attendance for *Osing* Language Learning

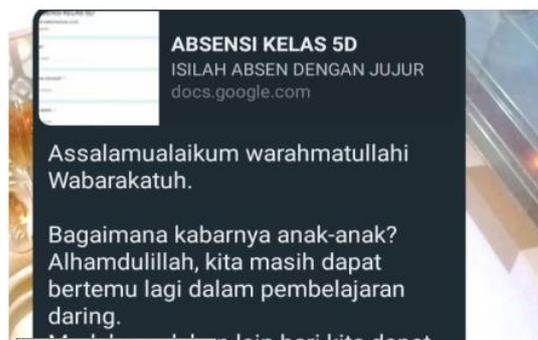


Figure 3. Class 5D attendance for *Osing* Language Learning

Class 5C attendance is given before the specified time, namely 07.30 WIB, while class 5D attendance is given at 08.30 WIB so that students are

prepared before taking part in *Osing* language learning so that learning objectives can be achieved.

Figure 4. Class 5 Attendance Link

After the absence link is distributed, all students are required to fill in the absence for learning attendance. If all students have filled in their absences, and the time has shown that learning has occurred, the teaching and learning process will immediately begin using the Quizzizz application.

b. Preparing to use the Quizzizz application in *Osing* language learning

Preparing learning media is the most important thing in learning activities because having media can help students understand what they will learn. Learning media also helps teachers in delivering

The media that is much needed in online learning is electronic media, one of which is the Quizzizz application. For this reason, teachers are required to always be creative and innovative in all their learning. This was confirmed by Mr. Eko Cahyono, S.Pd. as an *Osing* language subject teacher:

“The use of electronic media is very helpful in online learning. So that it can make it easier for teachers and students to carry out the teaching and learning process. "Before I study with the Quizzizz application, I provide the quiz code or link on time, because if I provide it late it can reduce the hours provided in the Quizzizz application” (Cahyono, 2021).

This statement is related to the preparation of the Quizzizz application media for *Osing* language learning supported by documentation obtained by researchers during direct observation in the field, namely the image below:

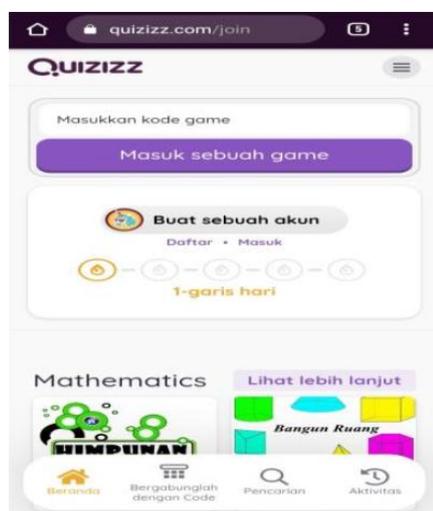


Figure 5. Quizzizz Home Appearance



Figure 6. Quizzizz Home Page

Figure 5 explains that before students start learning Quizizz, students must enter the code or link that has been given by the teacher. Figure 6 explains that after students enter the Quizizz code or link, students know with whom they will start learning. The teaching and learning process will begin if the teacher has started learning with questions and a predetermined time duration.



Figure 7. The form of *Osing* Language Questions

The picture explains that after the teacher starts the lesson, a display of *Osing* language questions appears in which the number has been determined for this question. The question was asked by Mr. Eko Cahyono, S.Pd. totaling 20 items in each meeting. That way, students can concentrate more on answering each question that has been given.

After the quiz-based Quizizz learning ends, the assessment is taken from the implementation activities, namely working on the questions that have been prepared by the subject teacher. 20 questions have been prepared and students start working on the questions.



Figure 8. The Form of Correct Question Item

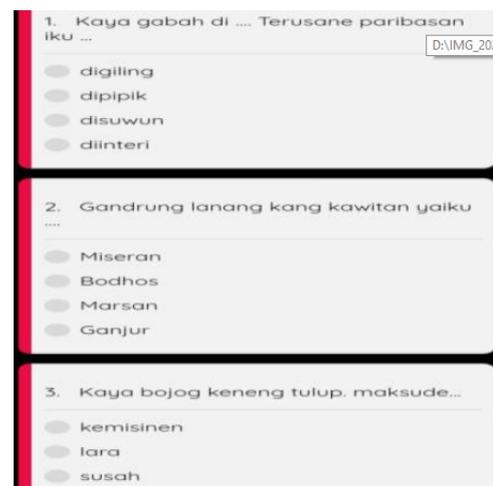


Figure 9. The Form of Incorrect Question Item

In Figure 8, each question item is worth 5 points if correct. So if the student is able to answer all of them correctly then the points obtained are worth 100. This was confirmed by Mr. Eko Cahyono, S.Pd. *Osing* language subject teacher:

“The questions I make at each meeting are 20 questions. For every correct answer, I give a score of 5 points with the question information in green, if the answer is wrong it is worth 0 with the question information in red. However, each student will have different scores. The minimum Completeness Criteria (KKM) in *Osing* language learning is 70. If there are students whose answers are less than the Minimum Completeness Criteria (KKM) then the student may make improvements” (Cahyono, 2021).

Statement regarding assessment scores in *Osing* language learning supported by documentation obtained by researchers during direct observation in the field, namely Figure 9. If the answer is wrong when carrying out the assignment, the question display on Quizzizz will be red for each question answered. The score in an incorrect question item is worth 0 points.



Figure 10. Display for problem correction

Figure 10 explains that if a student wants to correct a wrong question, the student must choose the code that appears on the device screen. For this reason, wrong questions will become correct if we choose the right code. Because each code has different question items. After all the questions have been completed, students are asked to submit them immediately. When the quiz is completed, the teacher can monitor the process and download the results to assess student performance. Quizzizz can also create competition between students because it automatically provides rankings. So, it can be used as motivation. Active participation and concentration can increase in completing exams and practice questions (Efrina, 2023).

After all the students had completed the questions that had been created by the teacher, the researcher also saw indirectly the enthusiasm of the class V MI Negeri 1 Banyuwangi students starting from preparation before learning time, on time in carrying out assignments, and always asking when online *Osing* language classes are started again, which made the researchers touched because the students' motivation to learn began to grow within them.

This is what is expected from Mr. Eko Cahyono, S.Pd as an *Osing* language subject teacher, he strives to provide memorable and enjoyable learning. With this application, Mr. Eko Cahyono, S.Pd tries to avoid learning that causes boredom during learning.

An educational institution must have a desired program that is achieved following the targets that have been carried out. In learning, students must have an

interest so that learning objectives can be achieved. The existence of careful planning and good implementation of learning can make learning objectives achievable. To improve *Osing* language learning A qualified student in class V, Mr. Eko Cahyono, S.Pd, created lessons on the Quizizz application in the hope of making students interested in studying actively. The following is an interview with Mr. Eko Cahyono, S.Pd:

“At the beginning of the pandemic, I saw my students in the *Osing* language learning less interested in learning. Maybe because studying at home can cause students to procrastinate on their homework. And I think that maybe fun learning can foster students' enthusiasm for learning. I designed the lesson using the Quizizz application. In my opinion, using the Quizizz application can make students interested in learning. However, when the learning was carried out in two different classes, several students had not yet taken part in the learning. And I asked them to attend class before or after their class. So that all my students are not left behind at all, and thank God they can all follow the lesson to the end well” (Cahyono, 2021).

*Osing* language learning with the Quizizz application implemented by Mr. Eko Cahyono, S.Pd starting once every two weeks a month so that students don't feel bored every week. In one class, sometimes several students are still late in learning. Therefore, Mr. Eko Cahyono, S.Pd allowed his students who did not attend his class to attend the class afterward. So that they don't miss out on every learning meeting. This statement is supported by documentation obtained by researchers during observation, namely the following picture:

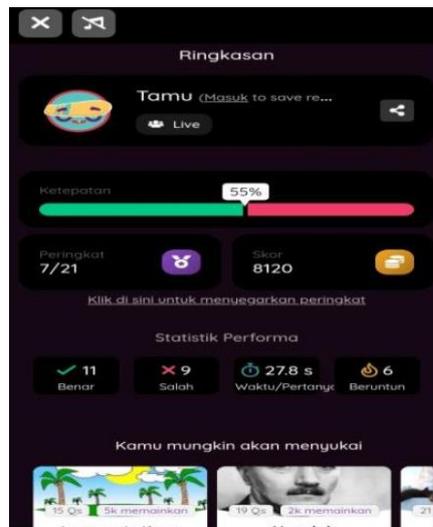


Figure 11. The 1<sup>st</sup> Week of Learning in Class 5C

After conducting the interview, the researcher also took part in an online *Osing* language learning class directly. This learning can increase students' learning motivation every week by working on several questions that the teacher has given. The number of one class is 35 students but only 21 students take part, the rest take part in learning in the class afterward. Class 5C is a class that likes *Osing* language learning.

According to Rahmawati, students are enthusiastic about carrying out learning activities using the Quizizz application to assess learning outcomes because the way to use the application is easy and simple, making it suitable for elementary school children. When the class teacher gave an example of using the application, the students quickly and responsively used the application. All students immediately followed suit demonstrate (Rahmawati et al., 2022). Those who initially considered

*Osing* language learning too difficult now think this learning is easy to understand. For students who at home speak a dialect of the *Osing* language, it is a common language, although there are different accents and meanings. This is different from students who do not use the *Osing* language at home as the daily language they find it difficult to learn this. With learning innovations like this, it is hoped that all fifth-grade students can increase their motivation to learn. And can speak dialects of the *Osing* language at school or outside school.



Figure 12. The 1<sup>st</sup> Week of Learning in Class 5D



Figure 13. The 2<sup>nd</sup> week of learning in Class 5C and 5D

After conducting interviews, the researcher also followed the class 5D learning process, in the first week all class 5D students took part in the learning. In this class, the number of students is also the same as in class 5C, namely 35 students. Students who have not taken the first lesson are allowed to take part in the second lesson so that they do not miss out on material. *Osing* language learning uses the Quizizz application was created to strengthen the material in last week's learning. This learning is expected to increase students' learning motivation.

On *Osing* language learning in the second week, Mr. Eko Cahyono, S.Pd. did the *Osing* language learning at the same hour to find out how many children are following *Osing* language learning with this Quizizz application. Mr. Eko Cahyono, S.Pd. provided the same link at the same time. Why is it made like that it is to find out how much interest the students already have.

In Figure 13, in the second week, classes 5C and 5D were combined into one to see whether the students' interest was decreasing or growing each week. The results after Mr. Eko Cahyono, S.Pd provided a link or code for each lesson, the student's enthusiasm was amazing, the students' interest in *Osing* learning language increased, boredom in the teaching and learning process can be minimized and teaching and learning activities run effectively and efficiently. All students including researchers also take part in this learning without exception.

### 3. Advantages and Disadvantages of the Quizizz Application in Learning

Like other applications, this application also has advantages and disadvantages, as does the Quizizz application. The advantages of Quizizz include:

- a. Every time a student answers a question correctly, the number of points obtained in one question will appear (points are determined by how fast the time is) and also what rank they got in answering the question.

- b. If students answer incorrectly, sometimes the correct answer appears.
- c. If you have finished taking the quiz, there will be a Review Question display to review the answers we chose.
- d. When taking a quiz, each student gets a different list of questions from other students because the quiz is made in the form of homework. So the list of questions is randomized and each student has different questions (Ramadhani, 2020), (Khairiyah et al., 2021).

The disadvantages are as follows:

- a. Students cannot open new tabs.
- b. Difficult to control students when opening a new tab.

The results of the conclusions of observations, interviews, and documentation that have been carried out by researchers, data obtained to determine planning, implementation, and the advantages and disadvantages of using the Quizizz application in *Osing* language learning namely: 1) The teacher arranges the use of the Quizizz application in *Osing* language learning interesting things from attendance to preparation 2) Providing *Osing* language materials by the teacher using the Quizizz application. 3) The teacher sees the advantages and disadvantages of the Quizizz application as a learning medium.

Based on the presentation of the data that has been presented and the analysis carried out, the findings are discussed in the form of interpretation and discussion with existing theories that are relevant to this research topic. The data that has been obtained in the field through observation, interviews, and documentation, is then presented in the form of data presentation and then analyzed again according to the focus of the problem in the research.

#### 1. Planning to Use the Quizizz Application for *Osing* Language Subjects in Class V at Madrasah Ibtidaiyah Negeri 1 Banyuwangi

Based on the research that has been carried out, the findings in this research can be presented, namely planning the use of the Quizizz application for *Osing* language learning in Class V at Madrasah Ibtidaiyah Negeri 1 Banyuwangi is designed to achieve the expected learning objectives. Before carrying out the learning, Mr. Eko Cahyono, S.Pd as an *Osing* language teacher prepared the Quizizz application first by installing it. Mr. Eko Cahyono asked class 5C or 5D to install the Quizizz application first and register their Gmail account on the quizizz.com website or via the Quizizz link, the most important thing is that all students have installed it.

These findings were then analogous to Tony Suhartatik's theory, namely: Applying Quizizz learning media to students, several things need to be prepared, the first is to prepare Quizizz lesson planning (Suhartatik, 2020). The planning of using the Quizizz application for *Osing* language learning is expected to achieve learning objectives.

#### 2. The implementation of the use of the Quizizz application for *Osing* language learning in Madrasah Ibtidaiyah Negeri 1 Banyuwangi

The implementation process is a program from planning that has been made in advance. Every teacher's learning process has methods or media that have been prepared in advance so that students can learn effectively and efficiently. One thing that determines success in the learning process is the use of appropriate media and methods. This can make students more active in each lesson. Therefore, teachers must consider what media suits students' needs, so that they can achieve the desired learning goals.

This was also stated by Aliyan Yusuf Sya'bani, stating that the implementation of learning is a process that is arranged in such a way according to certain steps so that the implementation achieves the results implemented. The implementation consists of preliminary activities, core activities, and closing activities (Yusuf, 2018). Quizizz

educational game-based learning media can improve student learning outcomes in online learning on the theme of Globalization (Pamungkas, 2020).

Based on the results of data analysis, it can be concluded that the implementation of the use of the Quizzizz application in *Osing* language learning class V in Madrasah Ibtidaiyah Negeri 1 Banyuwangi conducted by the class V *Osing* language subject teacher, prepares a detailed and structured learning implementation plan so that the learning can achieve the learning objectives and results to be achieved. This implementation takes the form of 1) The teacher prepares a schedule for each lesson. 2) Determine learning objectives by using the Quizzizz application. 3) Prepare media in the form of the Quizzizz application.

The use of game-like features can be a powerful means of producing more interesting and enjoyable activities in an FC context. This study has confirmed that integrating gamification concepts into FC teaching by adding challenges, incentives, points, and rewards to quiz questions will result in a more engaging and enjoyable experience for learners (Zainuddin et al., 2019).

### 3. Advantages And Disadvantages Of Using Quizzizz Application In Learning

One of the goals of *Osing* language learning Using the Quizzizz application as a medium is to increase students' willingness to learn in *Osing* language learning. Achieving the desired learning requires media and the role of teachers who support each lesson. The existence of media that supports learning can achieve success.

Rapidbe also stated that one of the important factors in building the quality of education is the quality of the teaching staff in designing and implementing learning. Teachers must have adequate skills to design, develop, and utilize learning media to increase students' interest, attention, and motivation. By increasing motivation and interest in learning, it is hoped that they will be able to digest and accept learning easily (Yaumi, 2018). And of course, the application can be used by teachers and students (Bringula et al., 2017).

Based on the results of the data analysis, it can be concluded that student learning has increased in *Osing* language learning by using the Quizzizz application at Madrasah Ibtidaiyah Negeri 1 Banyuwangi, which was carried out by Mr. Eko Cahyono, S.Pd as the *Osing* language subject teacher for class V, making several questions every time the Quizzizz learning takes place. in the Quizzizz application with a predetermined time duration. Using the Quizzizz application as a medium has succeeded in increasing students' enthusiasm for learning because this learning application has the possibility to increase enjoyment, involvement, commitment, self-confidence, collaboration, and learning outcomes during lectures, with the possibility of working at their level (Schmidthaler et al., 2023).

However, according to Rahmi Rahmadhani, there are several advantages and disadvantages to using the Quizzizz application, including, in fact, the advantages of using the Quizzizz application (Dianti et al., 2023). Every time a student answers a question correctly, the number of points obtained in one question will appear (points are determined by how fast the time is) and also what rank they got in answering the question. If students answer the question incorrectly, the correct answer will appear. If you have finished taking the quiz, there will be a *Review Question* display to review the answers we chose. Meanwhile, the shortcomings of this application are: Students cannot open new tabs and it is difficult to control students when opening new tabs.

## Conclusion

Planning activities using the Quizzizz application for *Osing* language learning in Class V at Madrasah Ibtidaiyah Negeri 1 Banyuwangi is carried out carefully and full of preparation because this is very important for smooth and successful learning. In this case, the teacher first prepares learning tools in the form of a syllabus and lesson plans with a grid of questions, instructions for working on questions, and

multiple-choice questions. Planning to use the Quizizz application begins with socializing Quizizz with students. Prepare the Quizizz application by installing and registering a Gmail account on the quizizz.com website or clicking the Quizizz link.

The implementation of the use of the Quizizz application in *Osing* language learning class V at Madrasah Ibtidaiyah Negeri 1 Banyuwangi takes the form of 1) The teacher prepares a schedule for each lesson. 2) Determine learning objectives by using the Quizizz application. 3) Prepare media in the form of the Quizizz application. After the subject teacher provided a link or code for each lesson, the student's enthusiasm was amazing, the student's interest in learning the *Osing* language increased, boredom in the teaching and learning process could be minimized and teaching and learning activities run effectively and efficiently.

The advantages of using the Quizizz application for *Osing* language learning include, that students can immediately see the points from the correct answers and the ranking obtained after working on the questions, there is a Review Question display to review the selected answer, apart from that the correct answer key will appear, if the student answered the question incorrectly. The drawback is that students cannot open new tabs or new pages, because this results in leaving the Quizizz application, and students have difficulty controlling the application when opening a new tab.

## References

- Adisasmita, Raharjo. 2011. *Pengelolaan Pendapatan dan Anggaran Daerah*. Yogyakarta: Graha Ilmu.
- Andhika Wahyudiono, 2018, *Kajian Bahasa Osing Dalam Moderenitas*: PS PBSI FKIP Universitas Jember
- Angraeni, D. K., & Petikasari, S. (2020). Peran Kurikulum Muatan Lokal Dalam Melestarikan Bahasa Daerah ( Dayak Ngaju , Kalimantan Tengah ). *Satya Sastraharing*, 04(02), 1-14.
- Arifin, Zainal Ahmad. 2012. *Perencanaan Pembelajaran*. Yogyakarta: Pedagogia.
- Asiany, Nani. 2020. *Materi Lancar Bahasa Osing*. Banyuwangi: CV Tiga Bersaudara.
- Bringula, R., Leon, J. S. De, Rayala, K. J., Pascual, B. A., & Sendin, K. (2017). Effects of Different Types of Feedback of a Mobile-Assisted Learning Application and Motivation towards Mathematics Learning on Students' Mathematics Performance. *International Journal of Web Information Systems*, 13(3), 1744-0084.
- Efrina, G. (2023). *Upaya Peningkatan Hasil Belajar Ips Melalui Aplikasi Quizizz*. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 08(1), 5404-5413.
- Dapartemen Agama. 2002. *Al-Qur'an dan Terjemahannya*. Surabaya: Mahkota.
- Dianti, R., Riyoko, E., & Sholeh, K. (2023). Implementasi Pembelajaran Ips Berbasis Aplikasi Quizizz Pada Pembelajaran Abad 21 Di Sd Negeri 89 Palembang. *Didaktik : Jurnal Ilmiah PGSD FKIP Universitas Mandiri Juli 2023*, 09(3), 1428-1440.
- Dicky, Deden Dermawan & dkk. 2021. *Penerapan Asesmen Hots Sekolah Dasar Menggunakan Aplikasi Quizizz*. Cirebon: CV Zenius Publisier.
- Habibi, Roni. 2020. *Aplikasi Kehadiran Dosen Menggunakan OOP PHP*. Bandung: Kreatif Industri Nusantara.
- Hamzah, H.Uno.& Nina Lamatenggo. 2011. *Teknologi Komunikasi Informasi Pembelajaran*. Jakarta: Bumi Aksara.
- Heckie, D., Jati, P., & Mediatati, N. (2022). Upaya Peningkatan Hasil Belajar PPKn Melalui Aplikasi Quizizz. *Journal of Education Action Research*, 6(3), 383-389.

- Humairoh. 2020. "Analisis Pemanfaatan aplikasi Quizizz Sebagai Media Pembelajaran Dalam Meningkatkan Minat Belajar Siswa".  
<http://id.shvoong.com/social-sciences/sociology/2205936-pengertianpelaksanaan-actuating/>  
<https://jagokata.com/arti-kata/penggunaan.html>  
[https://petabudaya.belajar.kemendikbud.go.id/Respositorys/tari\\_gandrung/](https://petabudaya.belajar.kemendikbud.go.id/Respositorys/tari_gandrung/)
- Ibda, H. (2017). Urgensi Pemertahanan Bahasa Ibu di Sekolah Dasar. *SHAHIH*, 2(2), 2527-8126.
- Khairunnisa, Dina Aryanti, 2018. Penerapan Media Boneka Tangan dalam Keterampilan Berbicara Siswa Kelas IIIb MI At-Thayyibah, AL-ADZKA, Jurnal Ilmiah PGMI Volume VIII, Nomor 02, (107-116).
- Khairiyah, U., Faizah, S. N., & Lestari, A. D. (2021). Quizizz Bagi Guru Sekolah Dasar Di Desa Made. *Wikrama Parahita: Jurnal Pengabdian Masyarakat*, 5(2), 125-131.
- Kurniawan, T. (2022). Pembelajaran IPS dengan aplikasi Quizizz untuk menciptakan pembelajaran menyenangkan di SMP. *Jurnal Pendidikan Surya Edukasi (JPSE)*, 8(1), 97-108.
- Lider, g. (2022). Penerapan Model Pembelajaran Problem Based Learning Berbantuan Aplikasi Quizizz Untuk Meningkatkan Prestasi Belajar Matematika Siswa Kelas Vi Semester I Sd Negeri 5 Sangsit. *Indonesian Journal Of Educational Development*, 3(1), 189-198.
- Makherus Sholeh, Raihanatul Jannah, Mahmudah, Khairunnisa, 2021. *Pengembangan Model Pembelajaran Efektif Dan Bermakna Di Mi Perwanida Blitar*, Muallimuna: Jurnal Madrasah Ibtidaiyah, Vol. 6, No. 2, 16-31.
- Meeong, J. Lex. 2016. Metode Penelitian Kualitatif. Bandung: Remaja Rosdakarya.
- Miles, Matthew B. 2014. *Qualitative Data Analysis A Methods Sourcebook*. America: Arizona State University.
- Mohammad, Syaifulloh. 2020. Pengembangan Alat Evaluasi Menggunakan Aplikasi Quizizz Pada Pembelajaran IPS Terpadu Kelas VII Di MTS NEGERI 7 Malang.
- Moriyama, mikihiro.2017. *Geliat Bahasa Selaras Zaman*.Tangerang: Perpustakaan Populer Gramedia.
- Neolaka, Amos. 2017. *Landasan Pendidikan*. Depok: PT Kharisma Putra Utama.
- Nurhidayah, BR Naipospos, 2020. *Pemanfaatan Aplikasi Quizizz Pada Pembelajaran Akutansi Secara Online Dimasa Pandemi Covid 19*.
- Nurpratiwi, A., Sitika, A. J., & Fauziah<sup>3</sup>, D. N. (2022). *Penggunaan Aplikasi Quizizz Sebagai Media Pembelajaran Pada Mata Pelajaran Fiqih Di Ma Daarul Qur'an Kecamatan Klari Karawang*. As - S A B I Q U N Jurnal Pendidikan Islam Anak Usia Dini, Volume 4, 512-526.
- Pandu, Hendrik Paksi. & Ariyanti, Lita. 2020. *Sekolah Dalam Jaringan*. Surabaya: Scopindo Media Pustaka.
- Pamungkas, S. (2020). Upaya Meningkatkan Hasil Belajar Daring Pada Siswa Kelas VI Melalui Media Belajar Game Berbasis Edukasi Quizizz. *MAJALAH LONTAR*, 32(2), 57-68.
- Platima, Hamid. 2005. *Metode Penelitian Kualitatif*. Bandung: Alfabeta.
- Putu, Ni Dian Utami Dewi. 2020. *Book Chapters Bali vs Covid-19*. Badung: Nilacakra.
- Putri, N. W., & Dwijayanti, R. (2020). *Pada Mata Pelajaran Marketing Kelas X Jurusan Bdp Di Smk Negeri 10 Surabaya*. *Jurnal Pendidikan Tata Niaga (Jptn)*, 8(3), 985-991.
- Pusparani, H. (2020). Media Quizizz Sebagai Aplikasi Evaluasi Pembelajaran Kelas Vi Di Sdn Guntur Kota Cirebon Sdn Guntur Kota Cirebon, *Jurnal Pendidikan Dasar : Jurnal Tunas Nusantara*, 2(2), 269-279.
- Rahmawati, D. N., Nisa, A. F., & Astuti, D. (2022). Pemanfaatan Aplikasi Quizizz sebagai Media Penilaian Pembelajaran Ilmu Pengetahuan Alam. Dawuh Guru: *Jurnal Pendidikan MI/SD*, 2(1), 55-66.

- Ramadhan, Muhammad. 2021. *Metode Penelitian*. Surabaya: Cipta Media Nusantara.
- Ramadhani, Rahmi. 2020. *Platform Asesmen Untuk Pembelajaran Daring*. Medan: Yayasan Kita Menulis.
- Rohman, Amri. 2013. *Strategi dan Desain Pengembangan*. Jakarta: Prestasi Pustaka Raya
- Rosdiana, D., & Gianistika, C. (2023). Meningkatkan kemampuan keaksaraan awal melalui aplikasi quizizz. *Urnal Plamboyan Edu (JPE)*, 1(2), 116–123.
- Rosyid, M. (2014). Urgensi Penelitian Bahasa Di Tengah Punahnya Bahasa Lokal. *Arabia*, 6(2).
- Rusman. 2018. *Belajar dan Pembelajaran Berbasis Komputer*. Bandung: Alfabeta.
- Sadiman, Arif S. 1984. *Media Pendidikan Pengertian Pengembangan dan Pemanfaatan*. Jakarta: Raja Grafindo.
- Salamah, Husniyatus Zainiyati. 2017. *Pengembangan Media Berbasis ICT*. Jakarta: Kencana.
- Sandra, Gea Pratiwi. 2021. *Mengabdikan Dengan Separuh Hati di Sekolah Tempat KKN Tematik Kami*. Tangerang: Media Edukasi Indonesia.
- Sarwono, Jonathan. 2006. *Metode Penelitian Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.
- Schmidthaler, E., Corinna, H., Rottenhofer, M., Sabitzer, B., & Lavicza, Z. (2023). The implementation of learning apps in biological education : a quantitative study of the current situation in Austria. *Journal of Research in Innovative Teaching & Learning*, 10(1), 2397–7604.
- Sucianingsih. 2020. Quizizz Sebagai Alat Penilaian Hasil Belajar Dalam Masa Covid-19 Di MI Muhammadiyah Tambakan Ajibarang Banyumas.
- Sudjana, Nana. Ibrahim. 2001. *Penelitian dan Penilaian Dalam Pendidikan*. Bandung: SinarBaru Algesindo.
- Sudjana. 2005. *Strategi Pembelajaran*. Bandung: Falah Production.
- Sugiyono. 2017. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif Kualitatif dan R&D)*. Bandung: Alfabeta.
- Suhartatik, Tony. 2020. *Best Practice Implikasi Media Quizizz Berbasis Android Terhadap Kualitas Pembelajaran dalam Mencetak Siswa Berprestasi di Tingkat Nasional*. Malang: CV Multimedia Edukasi.
- Sujdana, Nana. Dan Ibrahim. 2001. *Penelitian dan Penilaian Dalam Pendidikan*. Bandung: Sinar Baru Algesindo.
- Tahrim, Tasdim & dkk. 2021. *Pengantar Manajemen Pendidikan*. Palopo: IAIN Palopo.
- Tantowi, Ahmad. 2017. *Psikologi Pendidikan*. Bandung: Angkasa.
- Tim Penyusun. 2017. *Pedoman Penelitian Karya Tulis Ilmiah*. Jember: IAIN Jember Press.
- Teresiya. H. W. (2023) *Pengembangan Video Pembelajaran Berbasis Kearifan Lokal Pada Mata Pelajaran Nahasa Osing Kelas Vi SDN 1 Tembokrejo Tahun Pelajaran 2022-2023* (Doctoral dissertation, Universitas Pendidikan Ganesha)
- Undang-undang Peraturan Daerah Kabupaten Banyuwangi No. 5 Tahun 2007 *Tentang Pembelajaran Bahasa Daerah Pada Jenjang Pendidikan Dasar Bab III Pasal 3 dan Pasal 4*.
- Yaumi, Muhammad. 2018. *Media dan Teknologi Pembelajaran*. Jakarta: Prenadamedia.
- Yosela, Alfi Kusuma. 2020. *Efektivitas Penggunaan Aplikasi Quizizz Dalam Pembelajaran Daring Fisika Pada Materi Usaha dan Energi Kelas X Di SMA Masehi Kudus Tahun Pelajaran 2019/2020*.
- Yusuf, Aliyan Sya'bani. 2018. *Menjadi Guru Yang Religius*. Gresik: Caramedia.
- Yusuf, Muri. 2017. *Metode Penelitian Kuantitatif Kualitatif dan Penelitian Gabungan*. Jakarta: Kencana.
- Zainuddin, Z., Shujahat, M., Chu, S. K. W., & Haruna, H. (2019). The effects of gami

fi ed fl ipped instruction on learner performance and need satisfaction.  
*Information and Learning Sciences, 120(11), 789–802.*