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Socrative, Quizizz, and Google Form as Online-Based Evaluation Tools for Maharah Al-Qirā'ah Learning

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Abstract

The use of technology to innovate in learning methods and media has been widely carried out, including in the learning process of the Al-Qirā'ah Al-Asāsiyyah course at the Arabic Language Education Study Program at UIN Sunan Kalijaga Yogyakarta in the third semester. The purpose of this study is to describe students' perspectives on the advantages and challenges of using online-based evaluation tools: Socrative, Quizizz, and Google Form in the learning process at Al-Qirā'ah Al-Asāsiyyah courses. This study is a descriptive quantitative research that uses a questionnaire to collect data. This study revealed several advantages of using the online-based evaluation tools, such as being easy to use, effective, and can motivate students. Meanwhile, the challenges that must be faced are students must be connected to the internet network, the lack of variety in Arabic fonts, and the lack of variety in types of questions. Among the three types of evaluation tools offered, students prefer Quizizz over others.

Keywords: *Students Perception; Learning Evaluation; Socrative Quizizz; Google Form*

Abstrak

Pemanfaatan teknologi untuk berinovasi dalam metode dan media pembelajaran sudah banyak dilakukan, termasuk dalam proses pembelajaran mata kuliah al-qirā'ah al-asāsiyyah di PBA UIN Sunan Kalijaga Yogyakarta pada semester 3. Tujuan dari penelitian ini adalah untuk mendeskripsikan perspektif mahasiswa tentang kelebihan dan tantangan penggunaan alat evaluasi berbasis online: socrative, quizizz dan google form dalam proses pembelajaran mata kuliah al-qirā'ah al-asāsiyyah. Penelitian ini merupakan penelitian kuantitatif deskriptif dengan menggunakan kuesioner sebagai teknik pengumpulan data. Hasil penelitian ini mengungkapkan bahwa ada beberapa kelebihan penggunaan alat evaluasi tersebut seperti mudah digunakan, efektif dan dapat memotivasi mahasiswa. Sementara itu, tantangan-tantangan yang harus dihadapi adalah mahasiswa adalah harus terhubung ke jaringan internet serta font arab dan jenis soal yang kurang bervariasi. Diantara tiga jenis alat evaluasi yang digunakan, mahasiswa lebih memilih quizizz dari pada yang lainnya.

Kata Kunci: *Persepsi Mahasiswa; Evaluasi Pembelajaran; Socrative Quizizz; Google Form*

INTRODUCTION

At this time, we live in the era of technology, where all types of human activities intersect with technology, not least in education. The education sector must be willing to use technology to innovate in curriculum, infrastructure, and even in teaching and learning activities (Andri 2017, 122). The Indonesian Ministry of education, culture, research, and technology (Kemendikbud-Ristek) in general, and schools, in particular, have responded to technological developments in learning activities. As academics, we must not ignore technological developments in learning activities (Degirmenci 2021, 11). During this COVID-19 emergency, all schools are required to conduct distance learning (Febriani dkk. 2020, 67) using available technological developments. The utilization of technology (Makruf 2020, 79) can be used both in the teaching and learning process and the learning evaluation process (Yahya dkk. 2021, 87). The learning experience by utilizing this technology is also supported by the BYOD (Bring Your Own Device) model, in which students bring their own devices to college, which are used in the learning process or known as "digital natives" by Elliana and Gellardo (Gallardo Echenique 2013, 7).

The use of technology in the learning process, apart from having advantages, there are also several challenges in using the technology (Ajizah 2021), such as the availability of adequate devices, internet, and qualified human resources. One of the uses of technology in the learning process is the evaluation of learning, in this case, more specifically, in the learning evaluation of the Al-Qirā'ah course. Learning evaluation for the Al-Qirā'ah course is critical because it can describe errors in reading activities and the benefits of reading activities. In addition, students can also find out their level of ability and absorption of Al-Qirā'ah course learning materials (Rini dan Harahap 2021, 141). Therefore, after the learning evaluation activities that utilize online-based learning evaluation tool technology, there is a need for research that discusses student perceptions of using online-based evaluation tools so that the lecturer or instructor can improve the use of the evaluation tool in the following lecture process.

Several studies that aim to determine student perceptions of the usage of online-based media have been carried out before. Some of these studies include student perceptions of the use of Socrative SRS (Perera dan Hervás-Gómez 2021, 12),

analysis of student perceptions of the use of Kahoot (Firdiansyah dan Pamungkas 2021), literature review on teacher and student perceptions of the use of quizizz applications in language learning (Degirmenci 2021, 11), teacher perceptions of evaluation tool innovation training with socrative applications (Wahyuni dkk. 2019), Kahoot or Quizizz, the students' perspective (Basuki dan Hidayati 2019), Revealing EFL students' responses on the use of socrative in the reading activity (Suci 2020, 123). Those studies reveal the positive side or benefits of using online-based evaluation tools in learning activities. Some of them increase students' motivation and improve students' understanding of learning materials.

Based on the study literature, the research that specifically discusses the advantages and challenges of the innovation of internet-based learning evaluation tools on Arabic language reading skills from the student's perspective has never been researched before. So that research on the innovation of internet-based learning evaluation tools such as socrative, google form and quizizz for maharah qirā'ah course needs to be done. In addition, evaluating a program based on students' perspectives as users is very important to research. This research was conducted at Undergraduate Program in UIN Sunan Kalijaga Yogyakarta in the learning process in Al-Qirā'ah Al-Asāsiyyah courses in the third semester. This study aims to determine the advantages and challenges of the innovation of internet-based learning evaluation tools in the maharah qirā'ah course (socrative, google form, quizizz) and find out which application is the easiest to use among the three applications according to the student's perspective. After knowing this, the researcher hopes that the innovation of learning evaluation tools on the al-qirā'ah al-asāsiyyah material that will be used on future opportunities can be more adapted to the students' needs and the learning objectives of the maharah qirā'ah course itself.

Socrative, Quizizz, and Google Form result from the development of Technology, Information, and Communication. Those applications are used in the learning evaluation as adequate support for game-based learning because the three applications are easy to use by learners. Students do not need to register or create an account. They just need to open the link and enter the code given by the teacher to use it. In addition, students can see the ranking score (except on Google Forms) after they finish working on the questions.

There are several features in Socrative that teachers can use. The first feature is Quiz. Teachers can create multiple-choice, true/false, and short answer questions in this feature. The second feature is Space Race. In this feature, students can compete in taking quizzes with other students to get rewards. The third feature is Quick Questions. This feature is almost similar to Quiz, but the teacher will read directly to the students for the questions. The last feature is Exit Ticket. This feature acts as a form of reflection after learning. With the Socrative application, the teacher or instructor can set the score for each question.

The features in Quizizz are not much different from Socrative. Quizizz has several questions such as multiple choices, check-boxes, fill in the blank, poll, open-ended questions. Unlike Socrative, in Quizizz, the teacher can set the time for each question to get an additional score. With Socrative, the teacher can set the maximum score for each question. However, the teacher cannot set the score for each question in Quizizz. This is because it was set by the system, which is 600 scores for correct answers plus a maximum of 400 scores based on the answering speed.

Unlike Socrative and Quizizz, Google Form has more choices of types of questions that can be made by the teacher and can be used to facilitate the evaluation of reading, writing, and listening skills. Google Forms is free, but the drawback is that the features contained in Google Forms are not more complete and adequate than Socrative and Quizizz (Hasan, Sari, dan A'yuni 2020, 172). This can be seen from the absence of feature resume results and item analysis, and a very simple user interface (UI). For three months, in the learning process of the Al-Qirā'ah Al-Asāsiyyah course, the lecturer has used the three applications with the same number frequencies of uses and the similarity of features used, namely multiple-choice questions.

THEORETICAL OF STUDY

Maharah qirā'ah

Qira'ah literally means reading. Reading is an active process of the mind carried out by the eye on a reading text. The reader processes information from the text read to get or understand a meaning. Reading is the main activity in everyday life because reading not only functions to obtain information but also expands the knowledge and language of the reader (Mujib dan Rahmawati 2012). Maharah qirā'ah is the skill to know and understand the contents of written things by reciting (reading aloud) or

digesting them silently (reading silently) (Fuadah 2021). Maharah qirā'ah has great benefits in increasing a person's knowledge because having good Arabic reading skills will be a tool for students in understanding Arabic literacy (Pakihun, Ritonga, dan Bambang 2021)

According to Effendy, there are three purposes of reading, including (Effendy 2012): (1) Intellectual and cognitive, reading to gain and increase knowledge. (2) The practical and referential purpose is to get instructions on doing something. (3) Affective and emotional to fulfill feelings and psyche

There are several ways that can be used to test reading skills, including 1) matching (matching), 2) True-false (true-false reading test), 3) multiple-choice with a short text, 4) multiple-choice with a length text, 5) completing, 7) rearrangement (rearrangement items) and 8) cloze test (Asrori, Thohir, dan Ainin 2012). The reading skill test used in this article is a multiple-choice type with a short text.

Learning Evaluation

In learning activities, learning evaluation is a very important component. There are three main components in learning: objectives, implementation, and evaluation. Evaluation is an activity that aims to determine whether the activities that have been programmed are following the objectives or not, useful or not, and to determine the level of success of an activity (Ridho 2018, 19). Asrori et al. also explained that evaluation is a process of considering something by using predetermined indicators that are qualitative such as good – not good, strong-weak, adequate-inadequate, and so on (Asrori, Thohir, dan Ainin 2012).

Amalina explained that learning evaluation is a tool used to assess a learning process (Amalina 2021). One of the learning evaluation objectives is to ensure the quality of a learning process so that the teacher can know the level of effectiveness and success of a learning process itself (Fitriani 2021). So it can be concluded that learning evaluation is one of the processes in learning that uses certain indicators to measure the level of success of learning activities.

So it can be concluded that learning evaluation is one of the processes in learning that uses certain indicators to measure the level of success of learning activities (Zainal, 2013.). In the evaluation activities in this course, educators use

online platforms available on the internet, namely Socrative, Quizizz, and Google Forms, to make it easier to use and practical.

METHOD

This study used a descriptive quantitative research method with a phenomenological approach. This study aimed to analyze student perceptions of the advantages and challenges of using online-based learning evaluation tools, applications: Socrative, Quizizz, and Google Form. This study's data collection techniques used a questionnaire with closed questions and open questions. The population in this study were 23 students of the Arabic Language Education Study Program in the Undergraduate Program at UIN Sunan Kalijaga Yogyakarta in the third semester, who took the Al-Qirā'ah Al-Asāsiyyah course. With the details, 12 females and 11 males. The research instrument of this study consisted of closed questions and open questions. There were 37 questions using a Likert scale. Number 1 represents Strongly Disagree (SD), number 2 represents Disagree (D), number 3 represents Neutral (N), number 4 represents Agree (A), and the number 5 represents Strongly Agree (SA) about the advantages and challenges in using Socrative applications, Quizizz and Google Forms. In addition, students were asked to choose the best application among the three applications by including the reasons for choosing it. Then the researcher determined and calculated the maximum and minimum scores for each section, then interpreted the scores based on the percentage intervals in the table 1.

Table 1. The Interpretation Score Measurement Based on Interval

No.	Percentage	Interpretation
1	0% - 19,99%	Strongly Disagree
2	20% - 39,99%	Disagree
3	40% - 59,99%	Neutral
4	60% - 79,99%	Agree
5	80% - 100%	Strongly Agree

The question items are arranged based on two aspects. The first is Advantages, consisting of 3 types, including motivation, effectiveness, and convenience, comprised of 15 indicators. The second is Challenges which is comprised of 7 indicators. In order to get more complete results, at the end of the questionnaire, included questions with

open answer options so that students are freer to express their opinions regarding the innovation of learning evaluation tools in the Al-Qirā'ah Al-Asāsiyyah course.

RESULTS

Advantages

In discussing the advantages of the innovation of online-based learning evaluation tools, there are three aspects in its usage, including aspects of motivation, effectiveness, and convenience. There are 15 items of questions asked. The table 2 is the recapitulation of the Likert scale calculation for each question item.

Based on the data from table 2, it can be seen that there are many advantages in using innovative online-based learning evaluation tools in the Al-Qirā'ah Al-Asāsiyyah course. As many as 83.4% of students stated "Strongly Agree" that there are many advantages in using this innovation. The main advantage is the ease of use, as indicated in question items 14 and 15, which received the highest score of 105. This means that Socrative, Quizizz, and Google Form applications can be accessed on all devices owned by students, and students can see scores or rankings immediately after answering all the questions. The second is in the aspect of the effectiveness of the innovation of learning evaluation tools in the Al-Qirā'ah Al-Asāsiyyah course as can be seen in question items number 8 that explain those learning evaluation tools can prevent students from cheating on other friends and item number 10 that explain questions given while evaluating are per the lecture topic. The third is the aspect of motivation. The use of this online-based learning evaluation tools innovation can increase students learning enthusiasm and make students pay more attention to the learning material during lectures in order to get a competitive score with other students, as can be seen in question items number 3 and 4 with the highest score of 94 items in the motivation aspect. This result is in accordance with research conducted by Asria(Asria dkk. 2021, 3) and research by Gusvita(Gusvita 2021) that the use of Quizizz is effective for increasing learning motivation.

Table 2. Students' Perspective on the Advantages of the Usage of Socrative, Quizizz, and Google Form

No.	Items	SD	D	N	A	SA	Score Item
Motivation							
1	Socrative, Quizizz, and Google Form are fun learning evaluation tools for Al-Qirā'ah Al-Asāsiyyah courses.		1	4	11	7	93
2	I am challenged to analyze the questions quickly so that I can answer faster than other fellow students.		1	5	12	5	90
3	The innovation of this learning evaluation tool motivates me to study harder.			5	11	7	94
4	I pay more attention to the learning materials during the learning process because I expect to get high scores in Socrative, Quizizz, and Google Forms.			6	9	8	94
5	I do not want to miss a quiz session using Socrative, Quizizz, and Google Forms.	1	1	4	10	7	90
Effectiveness							
6	Socrative, Quizizz, and Google Form are effective learning evaluation tools for Al-Qirā'ah Al-Asāsiyyah courses.			6	11	6	92
7	Socrative, Quizizz, and Google Form are easy-to-use learning evaluation tools to find out difficult vocabulary.			7	10	6	91
8	The use of Socrative, Quizizz, and Google Forms can prevent me from cheating on my friends.			3	6	14	103
9	The sufficient time to answer the questions.		1	7	13	2	85
10	The questions given are per the lecture material.			1	12	10	101
Convenience							
11	Socrative, Quizizz, and Google Form are easy-to-access learning evaluation tools.		1	1	11	10	99
12	I can easily understand instructions from lecturers regarding the use of innovative learning evaluation tools: Socrative, Quizizz, and Google Form.			2	11	10	100
13	Socrative, Quizizz, and Google Forms do not consume many internet quotas.		1	1	13	8	97
14	Socrative, Quizizz, and Google Forms can be accessed from all devices (Smartphones, Tablets, and laptops).			1	8	14	105
15	The scores and rankings can be seen immediately after answering all the questions.			2	6	15	105
TOTAL SCORE							1.439

Max Score 1.725

83,4%

Challenges

In finding data about students' perceptions of the innovation of online-based learning evaluation tools in the Al-Qirā'ah Al-Asāsiyyah course, there are seven questionnaire items that respondents must fill out. The maximum score in this section is 805, and the minimum score is 161. The table 3 is a table recapitulation of the Likert scale calculation of each question item:

Table 3. The Students' Perspective on The Challenges in Using Socrative, Quizizz, and Google Forms

No.	Challenges	SD	D	N	A	SA	Score Items
1	The innovation of learning evaluation tools in the Al-Qirā'ah Al-Asāsiyyah course must be connected to the internet.			6	6	11	97
2	The innovation of learning evaluation tools in the Al-Qirā'ah Al-Asāsiyyah course requires high internet speed.		3	10	9	1	77
3	The device I used can't access Socrative, Quizizz, and Google Forms.	10	9	1	3		43
4	Lack of variety in Arabic fonts and types of questions.	4	3	7	2	7	74
5	There is an unreadable Arabic font on my device.	8	6	5	4		51
6	Less variety of types of questions, only providing multiple-choice and true-false.	1	4	5	7	6	82
7	When answering questions, I can still open another browser tab for googling.	3	2	6	7	5	78
TOTAL SCORE							502
Maximum Score 805							62,3%

Based on the data in table 3, it can be concluded that 62.3% of students stated "agree" that there are challenges in the innovation of learning evaluation tools in the Al-Qirā'ah Al-Asāsiyyah course. The first challenge corresponds to questionnaire item number 1, with the highest total score of 97. Questionnaire item number 1 explains that the device must be connected to the internet in using this innovation. This is a peer research conducted by Mulyati and Evendi (Mulyati dan Evendi 2020, 65), the drawback in using Quizizz is that it must be connected to the internet network. When implementing these innovations, lecturers must consider differences in internet speed

and resources in each region and internet provider. The second-highest number of item scores is questionnaire item number 6, with a total score of 82, which states that the types of questions made in the online-based learning evaluation tool innovation are multiple-choice and true-false because the facilities that the quizizz application provide for free are multiple-choice questions and correct wrong. Another challenge is that students can still open other browser tabs when answering questions, so students can still find answers by googling on the internet.

Socrative, Quizizz or Google Form

Tables 4, 5, and 6 are the results of student choices for the Socrative, Quizizz, and Google Form applications used in learning evaluation activities in the Al-Qirā'ah Al-Asāsiyyah course. The comparison of total scores is shown in the bar chart image.

Figure 1. Learning Evaluation with Socrative



Table 4. The Students' Perspective on the use of Socrative (S)

No,	Item	SD	D	N	A	SA	Score Items
1	In my opinion, Socrative is an attractive, motivating, and fun app.			5	10	8	95
2	I feel excited and challenged in answering questions when using Socrative.			4	11	8	96
3	In my opinion, Socrative provides feedback on questions in an exciting way.			6	11	6	92
4	In my opinion, Socrative can be used to find out students' authentic abilities.	1	1	5	10	6	88
5	The use of Socrative is better than Quizizz and Google Form.		4	9	7	3	78
Total Score							449
Maximum Score 575							78%

Figure 2. Learning Evaluation with Quizizz



Table 5. The Students' Perspective on the Use of the Quizizz (Q)

No.	Item	SD	D	N	A	SA	Score Items
1	In my opinion, Quizizz is an attractive, motivating, and fun application.			7	9	7	92
2	I feel excited and challenged in answering questions when using Quizizz.			5	9	9	96
3	In my opinion, Quizizz provides feedback on questions in an exciting way.			3	14	6	95
4	In my opinion, Quizizz can be used to find out students' authentic abilities.	1	1	7	8	6	86
5	The use of Quizizz is better than Socrative and Google Form.			8	10	5	89
TOTAL SCORE							458
Maximum Score 575							79,6%

Figure 3. Learning Evaluation with Google Form

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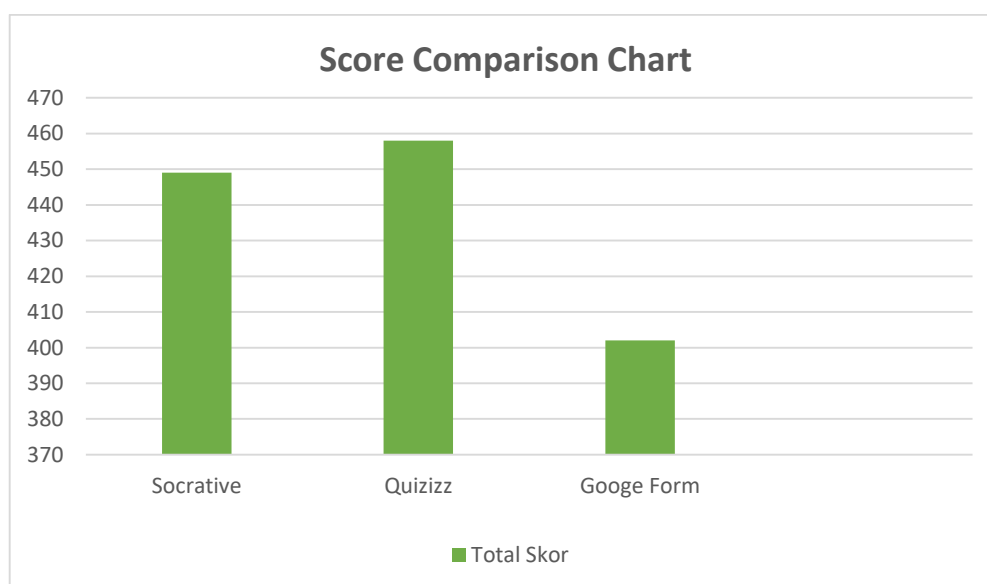
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Table 6. The Students' Perspective on the Use of the Google Forms (G)

No.	Item	SD	D	N	A	SA	Score Items
1	In my opinion, Google Forms is an attractive, motivating, and fun application.		1	8	9	5	87
2	I feel excited and challenged in answering questions when using Google Forms.		4	7	8	4	81
3	In my opinion, Google Forms provides feedback on questions in an exciting way.			9	10	4	87
4	In my opinion, Google Forms can be used to find out students' authentic abilities.	1	2	8	10	2	79
5	The use of Google Forms is better than Socrative and Quizizz.		4	17	1	1	68
TOTAL SCORE							402
Maximum Score 575							69,9%

Figure 4. Socrative, Quizizz, and Google Form Total Score Comparison Chart



Based on tables 4, 5, 6, and figure 1, it can be concluded that Quizizz obtained the highest total score than Socrative, and Google Form, which is 458. It was 9 points higher than Socrative and 56 points higher than Google Form. Therefore, it can be concluded that based on students' perceptions, they prefer Quizizz compared to Socrative and Google Form. This can also be seen from the questionnaire item number five, which stated that "the use of Quizizz is better than Socrative and Google Form" obtaining the highest score than similar questions in other applications, with a total score of 89 items.

For further explanation, it can be seen in tables 4, 5, and 6 regarding the comparison of socrative, quizizz and google form. There are several questionnaire items with more item scores than others. This can be seen in the questionnaire item number 3 "Giving feedback on interesting questions" (S = 92, Q = 95, G = 87) and questionnaire item number 2 "feeling excited and challenged in doing the questions" (S = Q = 96, G=81). So it can be concluded that Quizizz is better than the others because Quizizz provides feedback on questions interestingly and encouragingly and makes students feel challenged in doing the questions.

Conclusion

Based on the results of the data analysis, it can be concluded that there are some advantages and challenges according to the student's perspective on the use of innovation of learning evaluation tools in the Al-Qirā'ah Al-Asāsiyyah course. The advantages of using this learning evaluation tool can be seen from various aspects. Among them is the ease of use of the applications. Socrative, Quizizz, and Google Forms are easy to access and can be used from devices owned by students (smartphones, laptops, or tablets). In addition, the use of these learning evaluation tools can increase student motivation, effective usage, and fun. As for the challenges are the availability of a stable internet network, the different internet strengths of each provider, the lack of variety in Arabic fonts and types of questions. In sum, respondents preferred Quizizz as the best innovation of learning evaluation tool. This is because Quizizz provides feedback on each question more excitingly. In addition, the results and ranking can be seen immediately when students finish answering questions. It is hoped that lecturers can use this research to prepare lecture plans for the next semester. Moreover, it can be the basis for further researchers in studying the development of online-based learning evaluation tools.

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