

PENGGUNAAN *QUIZIZZ* SEBAGAI ALAT PENILAIAN FORMATIF DALAM TEKS BERITA SISWA KELAS VII DI SMP NEGERI 1 MELAYA

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ABSTRAK

Penelitian ini mendeskripsikan kepraktisan, keefektifan, dan persepsi guru serta siswa terhadap penggunaan *Quizizz* sebagai alat penilaian formatif pada pembelajaran teks berita di kelas VII SMP Negeri 1 Melaya. Penelitian menggunakan rancangan deskriptif kualitatif dengan pengumpulan data melalui observasi, wawancara guru, dan angket siswa (30 siswa, sampel mendalam 10 siswa). Instrumen meliputi lembar wawancara serta kuesioner kepraktisan dan keefektifan; analisis data melalui reduksi, penyajian, dan penarikan kesimpulan. Hasil menunjukkan guru menilai kepraktisan *Quizizz* sebesar 88% memudahkan pembuatan dan penyebaran kuis, koreksi otomatis, serta pengolahan nilai sedangkan siswa memberi skor rata-rata kepraktisan 87,7% dan keefektifan 90,1%, menunjukkan peningkatan keterlibatan, motivasi, dan pemahaman materi teks berita berkat umpan balik instan dan elemen gamifikasi. Wawancara guru mendukung pemanfaatan *Quizizz* namun mencatat kendala teknis seperti koneksi internet dan keterbatasan perangkat pada sebagian siswa yang perlu diperhatikan sebelum implementasi lebih luas.

Kata kunci: *Quizizz*, penilaian formatif, teks berita, kepraktisan, keefektifan.

**THE USE OF QUIZIZZ AS A FORMATIVE ASSESSMENT TOOL IN NEWS
TEXTS FOR SEVENTH GRADE STUDENTS AT SMP NEGERI 1 MELAYA**

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ABSTRACT

This study describes the practicality, effectiveness, and perceptions of teachers and students regarding the use of Quizizz as a formative assessment tool in news text learning in grade VII at SMP Negeri 1 Melaya. The study used a qualitative descriptive design with data collection through observation, teacher interviews, and student questionnaires (30 students, in-depth sample of 10 students). The instruments included interview sheets and questionnaires on practicality and effectiveness; data analysis was conducted through reduction, presentation, and conclusion drawing. The results showed that teachers rated the practicality of Quizizz at 88%⁴facilitating quiz creation and distribution, automatic correction, and score processing⁴while students gave an average practicality score of 87.7% and an effectiveness score of 90.1%, indicating increased engagement, motivation, and understanding of news text material thanks to instant feedback and gamification elements. Teacher interviews supported the use of Quizizz but noted technical constraints such as internet connection and device limitations among some students that need to be addressed before wider implementation.

Keywords: Quizizz, formative assessment, news texts, practicality, effectiveness.