

ABSTRACT

Lailla, Kholifatul (2025). The Implementation of the Quizizz Application as an Assessment for 11th Grade Students at Kunjang Islamic Vocational High School in the Academic Year 2023/2024. Students' and Teacher's Voices on the Quizizz Application in Enhancing Interest as an Assessment at 11th Grade Kunjang Islamic Vocational High School in the Academic Year 2023/2024. Advisors: (1) Irwan Sulistyanto, M.Pd., (2) Kristanti Yuntoro Putri, M.Pd.

Keywords: Quizizz App, Interactive Assessment, Qualitative, Perspective, Learning Assessment

Assessment plays a crucial role in education by providing feedback to enhance teaching and learning. This study explored Students' and Teachers' Voices on the Quizizz Application in Enhancing Interest as an Assessment at 11th Grade Kunjang Islamic Vocational High School in the Academic Year 2023/2024.

A mixed-methods approach with a sequential explanatory design was used. Quantitative data were collected from 23 students via questionnaires, while qualitative data came from teacher interviews and observations. Quantitative analysis used univariate and frequency distribution tests, while qualitative data followed the Miles and Huberman (1984) method.

Findings showed that 47.8% of students preferred Quizizz over paper-based assessments, 60.9% found it easier to answer questions, and 52.2% were satisfied with the assessment process. Teachers noted that Quizizz increased engagement and improved evaluation efficiency. However, challenges included internet connectivity, device limitations, and students' readiness.

In conclusion, Quizizz enhances student interest and provides an interactive assessment experience. To optimize its use, addressing technical issues and improving readiness through better planning, teacher reminders, and training is essential.

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