

ABSTRACT

The Effect of Quizizz-Based Formative Assessment on the Learning Interest of Fifth Grade Students in Working on Science Questions at SDN Kalianget Timur I. Devy Kamilina Nofiyanti.

Keywords: Formative Assessment, Quizizz, Student Learning Interest

The research is based on the lack of interest in learning by fifth grade students in working on paper-based formative assessment questions. This research aims to determine the effect of quizizz-based formative assessment on fifth grade students learning interest in working on science questions at SDN Kalianget Timur I.

This study uses quantitative research with an experimental method. The experimental design used is a true experimental design in the form of a pretest-posttest group control design. The population in this study were all fifth grade students totaling 34 students. The samples used were class V-A (control class) and class V-B (experimental class). The sampling technique for this study was purposive sampling. The instrument used was a checklist questionnaire. Data collection techniques used questionnaires and documentation. Data analysis was carried out using normality test, homogeneity test, and T-test assisted by SPSS version 27.

The results showed that the average score for learning interest in the experimental class was 46.65 > control class 33.00. The normality test is sig 0.200 > 0.05, meaning the data is normal. The homogeneity test is sig 0.437 > 0.05, meaning the data is homogeneous. Hypothesis testing, namely sig (2-tailed) 0.001 < 0.05, means there is a significant difference between the experimental class and the control class. This shows that there is an influence of Quizizz-based formative assessment on class V students' learning interest in working on science questions at SDN Kalianget Timur I.