

## The Use of Online Quizz During Bipa Learning in New Delhi

**Muhammad Kurniawan Rachman**

State Islamic Institute of Kendari, Kendari, Indonesia

DOI: 10.31332/ijtk.v5i1.54

✉ Corresponding author:

[[kurniawan.rachman@iainkendari.ac.id](mailto:kurniawan.rachman@iainkendari.ac.id)]

---

### Article Info

### Abstract

*Keywords:*  
*Online Quiz;*  
*Kahoot;*  
*Quizziz;*  
*BIPA;*  
*New Delhi.*

This study explores the use of online quizzes in Indonesian for Foreign Speakers classes in New Delhi. This study conducted a survey of 28 respondents to find out their opinions about the use of online quizzes, especially Kahoot, Wordwall, and Quizziz. The results showed that 71% of respondents gave a perfect score of 10 out of 10 to the use of online quizzes. The majority of students chose Kahoot as their favorite online quiz platform, while others chose Quizziz and a combination of the three. The study concluded that online quizzes were considered an effective way to evaluate and summarize class material by students.

---

## 1. INTRODUCTION

Adapting learning in the digital era, especially when online classes are starting to become a trend in the world of education, has become an increasingly interesting academic discussion to discuss, one of which is the use of online quizzes during the learning process. This article will specifically discuss the use of online quizzes, especially in their use in Indonesian Language for Foreign Speakers (BIPA) classes in New Delhi.

The use of technology in education is increasingly important in today's digital era, and online quizzes are one technology that can be used to improve learning outcomes. Activities that are starting to be dominated by digitalization have resulted in data becoming a major player in daily human activities. Individuals can also access interactions anytime and anywhere without being limited by space and time (Danuri, 2019). Education is an inseparable part of this adaptation. It is also hoped that each element of the learning process can begin its transformation so that it can provide learning spaces that suit the

needs of current students. The use of learning media is something that can provide good opportunities for students to better understand the lesson material provided (Muhson, 2010). Seeing this trend, BIPA learning is also expected to develop in line with the adaptation and transformation of education in the digital era, especially because of the possibility of learning that can not only take place face-to-face but learning activities that have been transformed into virtual face-to-face meetings over the last three years.

One trend that is widely used in BIPA learning today is the use of online quizzes which are used to provide interactive learning for students. Teachers are one of the key players in providing interactive learning, especially in choosing effective learning media so that they can make classes more interesting and foster learning motivation for their students (Pentury, 2021). The aim of this research is to evaluate students' opinions regarding the use of online quizzes as a learning tool in Indonesian language classes. To achieve this goal, the author conducted a survey of 28 respondents from an Indonesian language class for foreigners in New Delhi. Respondents were asked to evaluate three types of online quizzes: Kahoot, Wordwall, and Quizziz.

Learning Indonesian for Foreign Speakers (BIPA) is currently increasingly important, because Indonesia, as the country with the fourth largest population in the world, has an increasing role in the international world. BIPA learning is important to open access for foreign students to develop careers and businesses in Indonesia. However, BIPA learning also has its own challenges, such as language and cultural differences between students and teachers. Learning Indonesian for Foreign Speakers (BIPA) has its own challenges. Indonesian has a complex grammatical structure, different from languages commonly studied by foreign students, so effective and creative learning methods are needed. One popular and effective learning method is online quizzes, such as Kahoot, Wordwall, and Quizziz. Online quizzes are an interactive learning medium that can increase students' interest in learning and help students understand concepts more effectively.

In learning Indonesian, online quizzes can be used to improve foreign students' speaking and writing skills. Online quizzes can help students remember vocabulary, sentence patterns and grammar, as well as help students develop speaking and writing skills more fluently and precisely. Apart from that, online quizzes can also help students to recognize Indonesian culture, so that students can better understand the meaning and nuances of Indonesian. This research will discuss further the importance of using online quizzes such as Kahoot, Wordwall, and Quizziz in learning Indonesian for foreign speakers at online meetings. This article will also discuss the benefits of online quizzes in learning Indonesian, the types of online quizzes that can be used, and how to use online quizzes in learning Indonesian for foreign speakers at online meetings.

## **2. LITERATURE REVIEW**

This article discusses the use of online quizzes as an evaluation tool in learning Indonesian for Foreign Speakers (BIPA) in New Delhi. There are several reasons that are

important supporting reasons why online quiz-based learning and evaluation approaches are important in the current transformation of BIPA learning, especially during learning evaluation.

### 1. Constructivist Learning Theory

According to John Dewey, an American philosopher and educator, "Learning does not occur because educators instruct students, but because students experience and reflect on what they do" (Dewey, 1938). This is in line with constructivist learning theory which emphasizes students' experiences and activities in learning. In line with this, it is necessary to realize that there needs to be time given to students to reflect back on what has been done during the learning process. Something that can be done again is to review the extent of their abilities through online quiz activities. This usually happens when they look at their answers to the questions given and reflect on the extent of their understanding of the learning that has just been carried out.

### 2. Game Based Learning Theory

According to James Paul Gee, a professor in Applied Linguistics and Psychology at Arizona State University, "Games are how we learn" (Gee, 2003). This shows that games can be an effective medium for learning. Game-based learning theory emphasizes the importance of game elements in learning, so that learning becomes more fun and effective. Looking back at what Gee has mentioned, games are one way that can be done in organizing learning. Furthermore, learning in the digital era requires technology as a means to make learning have an "exciting" effect for students in the current generation who have had exposure to online games and social media which of course are things that take up a lot of time from millennial students.

### 3. Learning Evaluation Theory

According to Scriven, an evaluation expert, "Evaluation is the process of systematically determining the value of an object or program" (Scriven, 1991). In the learning context, evaluation can help teachers and students measure the achievement of learning objectives and identify areas that need improvement. Learning evaluation is certainly an important part of the learning process. The stereotype of learning evaluation which is always associated with complicated tests is often quite scary for most students. One of the objectives of conducting evaluations is to obtain an overview of the abilities of students with low or high abilities. This also clearly provides an overview of the form of a test that is too difficult or too easy which will then be linked to the abilities of the students who take the test (Rusandi, 2017).

Several previous studies have shown that the use of online quizzes in learning can increase student motivation and participation, as well as help in evaluating understanding of the material that has been studied. According to Bicen and Kocakoyun (2018), online quizzes provide convenience and flexibility in learning, and can also help students understand and remember concepts better. Additionally, online quizzes can also provide instant feedback to students and help them to correct their mistakes quickly. According to

research by Sapon-Shevin and Schnellert (2016), online quizzes provide an opportunity for students to receive useful feedback and correct their mistakes in a non-threatening situation. Several studies from Indonesia also show the use of online quizzes in learning. According to a study by Yunita (2018), the use of online quizzes in English learning can improve student learning outcomes and make them more active in learning. Likewise, research by Setiawan et al. (2019), who found that online quizzes can increase student participation in English learning. Other research from outside Indonesia also shows the benefits of using online quizzes in learning. According to a study by Shaljan and Waseem (2020), the use of online quizzes in English learning can improve student learning outcomes and also provide opportunities for teachers to monitor student progress. The study by Cheung et al. (2018) shows that online quizzes can improve students' problem solving skills and critical thinking skills. However, several studies also show that the use of online quizzes must be balanced with an appropriate learning approach so that learning objectives can be achieved effectively. Therefore, the role and function of using online quizzes as an evaluation tool in learning needs to be considered carefully in order to provide optimal benefits for students. The use of online quizzes as an evaluation tool in learning is not only limited to Indonesian or English, but has also been researched in various subjects.

According to a study by Yilmaz (2018), the use of online quizzes in mathematics learning can help students improve their ability to solve problems and understand concepts. Additionally, online quizzes can also help teachers to monitor student progress effectively and provide useful feedback. Another study by Lavadenz et al. (2018) show that the use of online quizzes in science learning can increase student participation and help them understand science concepts better. Apart from that, online quizzes can also help students develop critical thinking and creativity skills. However, several studies also show that the use of online quizzes in learning can have several disadvantages. According to a study by Gholami et al. (2019), the use of online quizzes can cause students to ignore in-depth understanding of concepts and only focus on solving problems quickly. Additionally, the use of online quizzes can also cause students to rely on instant feedback and not encourage them to develop independent thinking skills.

The three quizzes used in this research include Kahoot, Quizziz and Wordwall. To find out more about these online quizzes, here is brief information about these three quizzes:

The following is information from the online quiz used in the research:

1. Kahoot

Kahoot is a game-based interactive learning platform used to facilitate teaching and learning in the classroom. The platform allows teachers to create interactive quizzes, surveys, and discussions that students can access via their mobile devices or computers. Kahoot provides a fun and engaging learning experience, while promoting student engagement in the learning process. In addition, this platform also allows teachers to

monitor student progress and provide instant feedback. With innovative and interactive features, Kahoot is an effective tool in improve learning outcomes and increase student engagement in class.

## 2. Quizziz

Quizizz is a game-based interactive learning platform that allows teachers to create interactive quizzes and questions that students can access via their mobile devices or computers. In Quizizz, students can participate in quizzes by selecting the correct answer within the specified time. One of the unique features of Quizizz is that students can choose to play quizzes individually or in teams, and the results can be displayed directly on the screen. The platform also provides instant feedback that helps students improve their understanding of the learning material. In distance learning or virtual classes, Quizizz becomes a very useful tool to increase student participation and measure their understanding of learning material effectively.

## 3. Wordwall

Wordwall is an interactive learning platform that allows teachers to create various types of learning activities such as quizzes, puzzles, and *flash cards* that are engaging and easily accessible to students via their mobile devices or computers. The features of Wordwall provide a fun and interactive learning experience, and promote student involvement in the learning process. Apart from that, teachers can also monitor student progress and provide instant feedback. The platform also has a customization feature that allows teachers to create learning activities to suit student needs and choose the right level of difficulty. Wordwalls can be used for various subjects, from languages, mathematics, science, to art and music. With the many features offered, Wordwall is an effective tool in increasing student engagement and improving learning outcomes in the classroom.

From the description above, it can be seen that almost all of the online quizzes above provide opportunities for students to experience learning evaluations that are comfortable, fun and interactive. This can foster a competitive spirit to be successful in the next quiz. Competition in learning on the other hand can have a good impact on the development of learning abilities, including for foreign students. Looking at the discussion above, it can be concluded that each form of test has its own strengths and weaknesses. Evaluation tests are also in the form of online quizzes which, although practical, can increase students' motivation and interest in answering questions and evaluating understanding regarding the material that has been given.

## 3. METHODOLOGY

The research methodology used in this study is a reflective questionnaire. This study involved collecting data from 28 respondents who were asked to provide their opinions about the use of online quizzes in BIPA classes in New Delhi. Some of the online quizzes used in this research data include Kahoot ( <https://kahoot.it/> ), Quizziz ( <https://quizizz.com/> ) and Wordwall ( <https://wordwall.net/> ). The three platforms used are

because this quiz is an online quiz that is most often used in learning in BIPA classes. There are two questions given that are directly related to the use of online quizzes. The first question is how do you rate the use of online quizzes (Kahoot, Quizziz and Wordwall) using a scale from 1-10 (*How do you rate the use of online quizzes (Kahoot, Quizziz, Wordwall) in your classroom activity?*). Meanwhile, the next question is which online quiz is the most fun and why? (*What is the most interesting online quiz (Kahoot, Quizziz, Wordwall and Edpuzzle) you had in your class and why?*). Questions are given in English so that students can explain in more detail their learning experience using the online quiz platform they have used.

The data collection method used in this study is data collection via online questionnaires (google form). The questionnaire was designed to collect information about students' opinions and experiences with the use of online quizzes in BIPA classes. The questionnaire may include questions about the learner's favorite online quizzes, the effectiveness of online quizzes in evaluating and summarizing class material, and the learner's overall satisfaction with the use of online quizzes.

The research methodology for this study involved using a reflective questionnaire in the form of a Google Form. Questionnaires were distributed to 28 BIPA students in New Delhi to collect their opinions on the use of online quizzes in their classes. Students were asked about their experiences with online quizzes, including popular online quizzes such as Kahoot, Wordwall, and Quizziz. The questionnaire asks students to rate their experience with online quizzes on a scale of 1 to 10, with 10 being the highest score. Learners were also asked to indicate which online quiz tools they preferred and why. Data collected from questionnaires were analyzed and summarized to gain insight into the effectiveness of online quizzes as an evaluation tool in BIPA classes. Google Forms was used as a tool to administer reflective questionnaires to participants. Questionnaires were distributed via email to classes registered in BIPA classes in New Delhi. Participants were informed about the purpose of the study and guaranteed their anonymity and confidentiality.

The use of online quizzes has been carried out for almost three months after this questionnaire was distributed. Questionnaires are distributed to students before students take the final test in the BIPA class. This is intended to avoid bias in the assessment of the learning process that has been carried out. What is meant is that students do not feel too confident or less confident in their Indonesian language skills after knowing the results of the learning they have done.

The sample size of this study was 28 respondents, which may limit the generalizability of the findings. These studies may also be susceptible to response bias, where participants may provide socially desirable responses or may not be completely honest in their opinions. Students may feel that the impression of learning evaluation using online quizzes is the overall experience they got when learning in the BIPA class or vice versa, students feel that the sequence of learning that has been carried out previously is

the data that is requested to be included in the questionnaire. So, keep in mind that there is the possibility of a small amount of bias occurring in the data results from this study.

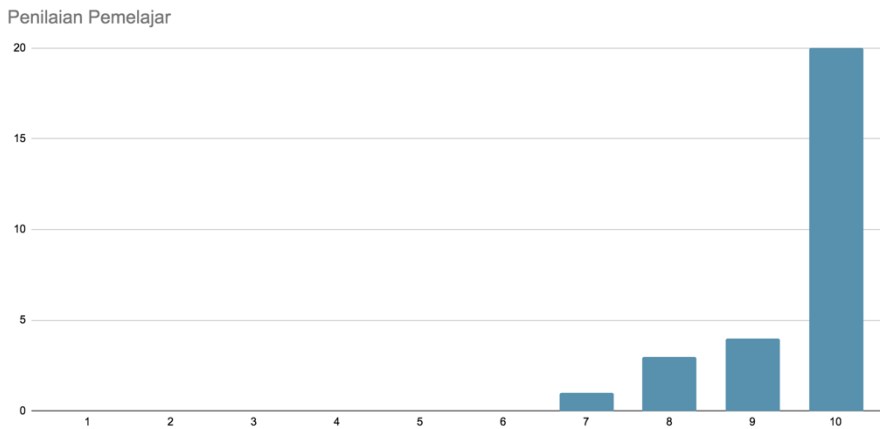
Overall, the reflective questionnaire method used in this study provides valuable insight into students' opinions and experiences with the use of online quizzes in BIPA classes. The findings from this study may be useful in guiding the integration of online quizzes into language teaching and learning in similar contexts. This reflective questionnaire also provides insight into the process and impressions of students regarding the experience of conducting learning evaluations using interactive online quizzes.

Data collected from the questionnaire was analyzed using descriptive statistics. The assessments given by respondents were recorded and analyzed to determine the percentage of students who gave high marks to the use of online quizzes. Data about students' favorite online quizzes is also recorded and analyzed to determine which online quizzes students like most. From the data found, a brief description or explanation will then be given about how students reflect and learn their learning experiences using online quizzes, especially when evaluating learning.

#### 4. RESULTS AND DISCUSSION

After getting data from a questionnaire distributed to BIPA students in New Delhi. The first question asked was how they rated the use of online quizzes while taking BIPA classes in New Delhi using a scale of 1-10. The following data was obtained from the survey:

Graph 1. Student assessment of the use of online quizzes.



From the results of the questionnaire above, it can be seen that not everyone gave a perfect assessment of the use of online quizzes in BIPA learning. There were around 3.6% (1 person) of students who assessed the number 7 and 10.7% (3 people) of students who chose the number eight for assessing the evaluation results using online quizzes. This is assumed to be a space to improve the quality of evaluation of the use of online quizzes in BIPA classes in New Delhi. The majority of students consistently rated online quizzes as a very good platform to use in BIPA learning by giving a score of 9 as

much as 14.3% (4 people) and a score of 10 as much as 71.4% (20 people). This percentage shows an impression of the excellent use of online quizzes by students and also shows that it is recommended to continue using online quizzes during evaluations or even outside of class evaluations.

Next, to find out more about students' specific responses and choices for online quizzes, researchers made a table of the percentage of online quiz choices that students liked most. This is intended so that researchers can find out how interested students are in using online quizzes that have been implemented by BIPA learning in New Delhi for almost 4 months.

The following is a table of the percentage of student choices for the three online quizzes used as material in this research:

**Table 1. Percentage of online quiz choices by BIPA students in New Delhi**

<b>Online quiz platform</b>	<b>Number of students who voted</b>	<b>Percentage of students who chose</b>
Kahoot	16	57
Quizziz	6	21
Wordwall	0	0
Combination	6	22
Total	28	100

Students were also asked to indicate their favorite online quiz tool, with 16 students choosing Kahoot, 6 students choosing Quizziz, and the remainder preferring a combination of both online quizzes. Preference for Kahoot can be attributed to its interactive and engaging features, while preference for Quizziz can be attributed to its flexibility and ease of use. With these results it can also be seen that the majority of students choose to choose online quizzes with a ranking feature where students can see directly (real-time) their ranking and grades through the ranking feature which will be displayed after one question has been passed.

The findings of this research indicate that the use of online quizzes, especially Kahoot and Quizziz, is considered an effective way to evaluate and summarize class material in BIPA classes. Students' positive perception of online quizzes can be attributed to their interactive and engaging features, which enhance the learning experience and motivate students to actively participate in class. The findings of this study are consistent with previous research on the effectiveness of online quizzes in language teaching and learning (Lee & Lim, 2021; Shadiev et al., 2019).

The preference for Kahoot and Quizziz can be attributed to their unique features. Kahoot, with its game-like interface and leaderboard, makes learning fun and interactive, while Quizziz, with its flexible options for questions and answers, allows teachers to create a variety of quiz formats. This preference for a combination of online quizzes may indicate

that students appreciate the diversity of online quizzes and the different ways they can enhance the learning experience.

Furthermore, several students also stated their statements about the Kahoot application, for example R10 (respondent 10) who said that he chose Kahoot as his favorite online quiz because the application positively helped him to improve and test his knowledge (*Kahoot, because it is quite good and easy for boosting and testing the knowledge*). Another student also (R3) chose Quizziz as the most preferred online quiz because through this quiz he felt that Quizziz could help him to increase awareness of learning and to assess the results of his learning (*Quiziz, quizzes encourage pupil's self awareness of progress and self assessment*). Furthermore, there are several students who choose all types of online quizzes that are given during BIPA learning. (*All online quizzes during the days topic of discussion are good as they give practical understanding of language.*) This is because students feel that all online quizzes given have the same quality and aim, namely to provide an understanding of Indonesian language learning.

It can be seen from the statements above that the use of online quizzes has more or less influence on how students evaluate their learning. Learners feel that the influence of online quizzes can help them not only by being more motivated but can also help them see the extent of their knowledge of a learning unit.

## 5. Conclusion

The use of online quizzes, especially Kahoot and Quizziz, is considered an effective way to evaluate and summarize class material in BIPA classes. The findings from this study provide valuable insight into students' opinions and experiences with the use of online quizzes in language teaching and learning. Students' positive perception of online quizzes can be attributed to their interactive and engaging features, which enhance the learning experience and motivate students to actively participate in class. The preference for Kahoot and Quizziz shows that teachers can use these online quiz tools to create a fun and engaging learning environment for BIPA students. In order to increase student participation and evaluate their understanding of the Indonesian Language for Foreign Speakers class material in New Delhi, the use of online quizzes such as Kahoot, Quizziz, and Wordwall is an interesting and effective alternative. The study results showed that the majority of students chose Kahoot as their favorite online quiz platform, while Quizziz was the second choice. Despite this, no students chose Wordwall as their favorite online quiz platform. This study provides evidence that the use of online quizzes can be an effective alternative in enhancing learning and enriching the classroom experience. It is hoped that this study can provide insight for Indonesian language teachers for foreign speakers in New Delhi and encourage the use of online quizzes in learning in other classes. Apart from that, using online quizzes can also help improve students' cognitive skills, such as short-term and long-term memory abilities and the ability to make decisions quickly and accurately. The use of online quizzes can also enrich students' learning experiences by bringing competitive and interactive elements into the classroom. Apart from that, online

quizzes can also help students overcome boredom and boredom during the learning process, thereby making them more motivated to learn. In order to create a more interactive and interesting learning experience for students, the use of online quizzes in Indonesian for Foreign Speakers classes in New Delhi can be implemented widely and effectively. It is hoped that this research can make a positive contribution to the development of more modern and innovative learning methods, especially in facing learning challenges in the current digital era. Hopefully the results of this research can be an inspiration for teachers to utilize technology and digital media to improve learning in the classroom.

## 6. ACKNOWLEDGMENTS

This research was supported/partially supported by Ministry of Education, Research and Technologi as well as the Indonesian Embassy of New Delhi. We thank to Mba Sopem from Indonesian Embassy in New Delhi who provided insight and expertise that greatly assisted the research, although they may not agree with all of the interpretations/conclusions of this paper. We thank Anzar for assistance with the interview, and Aashita for comments that greatly improved the manuscript. We would also like to show our gratitude to Pak Aldrin from Education Attaché for sharing their pearls of wisdom with us during the process of this research, and we thank 3 reviewers for their insights. We are also immensely grateful to all of the students for their comments on an earlier version of the manuscript, although any errors are our own and should not tarnish the reputations of these esteemed persons.

## REFERENCES

- Bicen, H., & Kocakoyun, S. (2018). The Effectiveness of Online Quiz Applications in Higher Education. *Journal of Education and Practice*, 9(8), 31-39.
- Cheung, C. M., Lee, M. K., & Lee, Z. W. (2018). Enhancing critical thinking disposition and problem-solving skills through online problem-based learning. *Journal of Educational Technology & Society*, 21(1), 1-12.
- Danuri, M. (2019). DEVELOPMENT AND TRANSFORMATION OF DIGITAL TECHNOLOGY. *Infokam*, 15 (2). <http://amikjtc.com/jurnal/index.php/jurnal/article/view/178>
- Dewey, J. (1938). Experience and education. Kappa Delta Pi.
- Gee, J. P. (2003). What video games have to teach us about learning and literacy. Palgrave Macmillan.
- Gholami, R., Rezaei, M., & Samadi, L. (2019). Online quizzes: A boon or bane. *Journal of English Language Teaching and Linguistics*, 4(2), 25-38.
- Lavadenz, L. A., Gormally, C., & Brickman, P. (2018). The effect of online quizzes on student achievement in undergraduate science courses: A meta-analysis. *Journal of Educational Psychology*, 110(7), 958-977.
- Muhson, A. (2010). DEVELOPMENT OF INFORMATION TECHNOLOGY BASED LEARNING MEDIA. *Indonesian Journal of Accounting Education*, 8 (2). <https://journal.uny.ac.id/index.php/jpakun/article/view/949>

- Pentury, H. J. (2021). Increasing Teacher Pedagogical Capabilities in Online Learning through the Implementation of Online Interactive Quizzes. *Journal of Solar Society* , 3 (2). <https://jurnal.unimus.ac.id/index.php/JSM/article/view/6975>
- Rusandi, S. (2017). PATTERNS OF APPROACHES TO EVALUATION OF STUDENT LEARNING OUTCOMES AT SCHOOL. *E-Journal of the Tamung Penyang State Hindu Religion Institute, Palangka Raya* , 8 (1). <https://core.ac.uk/reader/285985440>
- Sapon-Shevin, M., & Schnellert, L. (2016). Assessment practices for encouragement student responsibility for learning. *International Journal of Learning, Teaching and Educational Research*, 15(5), 109-122.
- Shaljan, M. A., & Waseem, M. (2020). The use of online quizzes in teaching English language: A study of students' perceptions. *International Journal of English Linguistics*, 10(2), 143-151.
- Scriven, M. (1991). *Evaluation thesaurus* (4th ed.). Sage.
- Setiawan, H., Nurzaman, M., & Yulianto, A. (2019). The use of online quizzes as a tool to enhance EFL students' learning motivation and participation. *Journal of English Language and Education*, 5(1), 30-41.
- Yunita, E. (2018). The effectiveness of using online quizzes in improving students' English learning outcomes. *Journal of Education and Practice*, 9(6), 1-8.
- Yilmaz, G. (2018). The effect of online quizzes on students' mathematics achievement: A meta-analysis. *International Journal of Mathematical Education in Science and Technology*, 49(2), 216-229.