

THE EFFECT OF QUIZIZZ LEARNING MEDIA ON STUDENT LEARNING MOTIVATION SMK BM PANCA BUDI MEDAN

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Abstract

The problem in this research is the low learning motivation of students. This study aims to analyze the effect of Quizizz on students' motivation to learn accounting at SMK BM Panca Budi Medan. This research was conducted at SMK BM Panca Budi Medan, located at Jalan Gatot Subroto KM 4,5. This research is an experimental type of research using an experimental design of one group pre-test post-test design . The population of this research is all students of class XII AK, totaling 51 students. The research sample was 2 class XII accounting students, namely class XII AK 1 and class XII AK 2 as an experimental class with learning using quizizz as a learning medium. The instruments used to collect data are questionnaires. The sampling technique used is Nonprobability Sampling.. The analytical technique used is the Paired Sample T Test using windows SPSS ver 25 software for. The results of this study indicate that there is an influence of quizizz on the motivation to learn accounting students at SMK BM Panca Budi Medan.

Keywords : *Quizizz, Learning Motivation*

JEL Classification : *(sesuaikan dengan klasifikasi JEL)*

1. INTRODUCTION

A teacher must know the needs and conditions of students in order to foster students' interest in learning so that learning objectives can be achieved well. One of the teacher's efforts to increase student motivation by using learning media. According to Halmalik (in (Arsyad, 2013:15) learning media is able to build motivation and encouragement to carry out teaching and learning activities, and can influence students' psychology. The use of good learning media is one strategy for educators to improve the quality of education. Minister of National Education Regulation No. 22 of 2006 concerning Content Standards regarding national education standards, in CHAPTER VII (facilities and infrastructure), article 42, Point 1: "every educational unit is required to have facilities which include furniture, educational equipment, educational media, books and other learning resources , consumables and other equipment needed to support an orderly and sustainable learning process." This regulation shows that learning media is one of the tools needed to support the learning process. Learning media that is appropriate, creative, effective and interesting is through the use of ICT-based media which can help teachers increase student motivation. With increasing technological developments in this era of globalization, educators can innovate in the learning process to make classroom learning more interesting, namely by utilizing various programs that are able to produce interactive learning media.

Learning media is one of the tools needed to support a learning process. The use of learning media is a challenge for teachers to use it so that learning takes place in accordance with the learning objectives achieved (Sukma et al., 2021). The role of learning media used during the teaching and learning process also influences students in

understanding the material presented. By using good learning media, students' attention can be more focused on the lesson, this is because the media has its own functions (Al Mawaddah et al., 2021). Based on the results of observations, the learning media used in schools are handbooks and additional modules. In the ongoing learning process, interactive learning media have not been used in class. Motivation is an action to achieve a certain goal that comes from the encouragement of a person's desire or will (Uno, 2019:6). There are two important roles of motivation in learning, namely: first, motivation as a learning activity to achieve a goal that arises from the driving ability that comes from within the student. Second, motivation has an important role in providing enthusiasm, joy and passion in learning so that students can have high enthusiasm for carrying out learning (Sari & Fatolah, 2022). The intensity of a student's motivation will greatly determine the level of learning achievement (Sadirman, 2016).

Student motivation in learning is influenced by several factors. According to Dimiyati & Mujiono (2013:97), factors that influence student motivation include student desires and expectations, student skills, student conditions, student environmental conditions, dynamic elements in learning and learning as well as teachers' efforts to teach students. Based on this opinion, the factors that influence learning motivation are the dynamic part of learning and learning as well as the teacher's efforts in teaching students. Based on research conducted (Widiyanti & Ansori, 2020) learning media has a contributing influence on students' learning motivation. This can be indicated that the application of learning with learning media is able to increase students' learning motivation. In line with research conducted by (Puspitarini & Hanif, 2019) the use of technology in the form of learning media can be an alternative to overcome space and time limitations in the learning process so that teachers do not need to explain material to students excessively and make learning more enjoyable for students. . Based on the observation activities that have been carried out, it can be seen that during the learning process there are students who do not pay attention to the teacher when explaining the learning material, students tend to often fall asleep in class, talk to their classmates, and play with their cell phones.

Due to this problem, the author searched for fun and interactive learning media so that learning in the classroom feels more enjoyable and easy to use, namely by using the educational game application "Quizizz" as a medium for learning in the classroom. Game education is an interesting and interactive learning media that prioritizes cooperation, communication and can create interaction between students. Game media has characteristics that can create student learning motivation, namely fantasy, challenges and curiosity (Irwan et al., 2019). Games as learning media that are integrated with material or evaluation questions are expected to make the learning atmosphere more interesting and enjoyable. Quizizz is an online application-based learning tool or media that consists of quizzes, surveys, games and discussion features. This Quizizz application contains learning material packaged in interactive questions on various themes at various levels, subjects and others with a choice of material content created by the educators themselves. Not only that, the Quizizz application can also be added in the form of interesting learning material such as learning videos, pictures and music. Online games or games that can be used as an alternative in delivering learning material to students are the Quizizz application. Quizizz is an educational game application that is narrative in nature, which can be used as a means of delivering interesting and enjoyable material (Salsabila et al.,

2020). By using the Quizzizz application the learning process will be conducive, interesting and fun (Al Mawaddah et al., 2021). One medium for creating a pleasant learning atmosphere but not eliminating or reducing students' understanding of the material and taking advantage of technological developments is with game applications or games.

2. LITERATURE REVIEW

Understanding Learning Media

Etymologically, the word "media" is the plural form of "medium", which comes from the Latin "medius" which means middle. Meanwhile, in Indonesian, the word "medium" can be interpreted as "between" or "medium" so that the meaning of media can refer to something that delivers or transmits information (messages) between the source (message giver) and the message recipient (Rusman, 2012). According to Molenda and Russell (in Sanjaya, 2012) stated that "media is a channel of communication. Derived from the Latin word for "between", the term refers to anything that seeks information between a source and receiver" which means that media is a communication channel which comes from the Latin word "between" which refers to an intermediary between the source and recipient of information. According to the Association for Education and Communication Technology (AECT), media is visual media, media that can be seen, heard and read which is used for the process of distributing information. In line with this understanding, according to (Tafonao, 2018) media is a tool that can be used to channel information. So it can be concluded that media is something that is an intermediary, an introduction to channeling information or messages that can be seen, heard, read and viewed by recipients of the information.

Educational Media Games Quizizz

Quizizz is a platform that can be accessed via the website and can be used by students in class and outside of class. This application was created by Ankit Gupta, Deepak Joy Cheenath. The Quizizz application is equipped with avatars, theme characters and music which can be used as entertainment tools for students during the learning process or when working on practice questions. Quizizz is also able to trigger competition between students because this application is able to give rankings automatically when students finish taking quizzes or practice questions. (Sukma et al., 2021). Game Quizizz is a game-based educational application, which brings multiplayer activities to the classroom and makes classroom practice interactive and fun (Purba, 2019). The quizizz application allows students to compete with each other so that it can encourage students to be more active during the learning process and motivated to do practice questions and quizzes in the hope of getting high quiz results, where in this application there is a ranking system at the end of the quiz.

Understanding Learning Motivation

Motivation comes from the word "movere" taken from Latin which is the origin of the word motivation. The meaning is to move. The word motivation also comes from the word "motive", which means efforts that encourage someone to do something for a certain goal (Sadirman, 2016). According to Uno (2011), learning motivation is encouragement that comes from within and outside that is found within students in learning and acting in the form of an indicator or supporting component. Meanwhile, according to (Aurora & Effendi, 2019) defines learning motivation as an encouragement that can increase a person's interest in doing something that comes from within themselves so that it can produce good work. According to expectancy theory, motivation is positioned as a result of a result that a person wants to achieve and the estimate in question that his or her actions will lead to the desired result. Expectancy theory was first put forward by Victor Vroom who said that a person's motivation leads to an action that depends on

the strength of hope. These actions will be followed by certain results and depend on the results for that person.

4. RESULTS AND ANALYSIS

RESULTS

The data presented is data regarding student learning motivation which has been carried out in the experimental class. The results of student learning motivation were obtained through questionnaires distributed to students at the beginning and end of learning activities. The results of students' initial motivation were obtained through initial motivation data before being given treatment. Students' final motivation results are obtained through final motivation data after being given treatment.

The learning motivation questionnaire used in this research has 6 indicators, namely, (1) The existence of desire and desire to succeed, (2) The existence of encouragement and need for learning, (3) The existence of hopes or aspirations for the future, (4) The existence of appreciation in learning, (5) There are interesting activities in learning, (6) There is a conducive learning environment. These six indicators were then developed into 18 statement items.

The following is the average percentage of initial learning motivation results influenced by the six indicators above, which can be seen in the table 1.

Table 1. Comparisons of Motivation Before and After Treatment

Indicator	Before	After
There is passion and desire to succeed	52%	88%
There is encouragement and need for learning	42%	89%
There are hopes or aspirations for the future	50%	89%
There is appreciation in learning	41%	86%
There are interesting activities in learning	52%	89%
There is a conducive learning environment	46%	86%

Based on table 1, it can be concluded that there has been a significant increase in student learning motivation.

Passion and desire to succeed

Motivation to learn before being given treatment on the indicators of desire and desire to succeed had a score of 397 with a percentage of 51.90% in the poor category, where before being given treatment some students did not complete their assignments on time. Motivation to learn after being given treatment in the form of applying learning media *quizizz* the indicator of desire and desire to succeed has a score of 672 with a percentage of 87.84% in the good category. After being given treatment in the form of applying learning media *quizizz* on the material on satker asset accounting and village/district asset accounting, the majority of students completed the assignments on time.

Encouragement and need for learning

Motivation to learn before being given treatment on indicators of encouragement and need for learning had a score of 323, a percentage of 42.22% in the poor category, where

before being given treatment, some students did not have the enthusiasm to get high grades. Motivation to learn after being given treatment in the form of applying learning media *quizizz*. The indicator of encouragement and need for learning has a score of 680 with a percentage of 88.89% in the good category. After being given treatment in the form of applying learning media *quizizz* in the material on satker asset accounting and village/district asset accounting, the majority of students felt an increase in encouragement and enthusiasm to get better grades than before.

Hopes or aspirations for the future

Motivation to learn before being given treatment on indicators of hope or aspirations for the future had a score of 387 with a percentage of 50.59% in the poor category, where before being given treatment some students did not have the desire to excel in getting a class ranking. Motivation to learn after being given treatment in the form of applying learning media *quizizz* the indicator of hope or aspirations for the future has a score of 684 with a percentage of 89.41% in the good category. After being given treatment in the form of applying learning media *quizizz* on the material on satker asset accounting and village/district asset accounting, almost all students felt an increase in their desire to achieve in order to get a ranking in the class.

Appreciation in learning

Motivation to learn before being given treatment on the indicator of rewards in learning had a score of 314 with a percentage of 41.05% in the poor category, where some students did not receive praise while studying. Motivation to learn after being given treatment on the indicator of appreciation in learning has a score of 665, a percentage of 86.93% in the good category. After being given treatment in the form of applying learning media *quizizz* on the material on satker asset accounting and village/subdistrict asset accounting, the majority of students felt praise when they studied well.

Interesting activities in learning

Motivation to learn before being given treatment on the indicator of interesting activities in learning had a score of 398 with a percentage of 52.05% in the poor category, where before being given treatment some students did not feel that there were innovations in interesting and fun learning activities in the classroom. Motivation to learn after being given treatment in the form of applying learning media *quizizz* the indicator of interesting activities in learning has a score of 683 with a percentage of 89.28% in the good category. After being given treatment in the form of applying learning media *quizizz* on the material on satker asset accounting and village/district asset accounting, almost all students felt that there were interesting and enjoyable learning activities in the class, where students felt challenged when solving the questions given.

Conducive learning environment

Learning motivation before being given treatment on the indicator of a conducive learning environment has a score value of 356 with a percentage of 46.54% in the poor category, where before being given treatment the learning environment is filled with the voices of students talking so that the conditions inside are not conducive. Learning motivation after being given treatment in the form of the application of learning media *quizizz*. The indicator of a conducive learning environment has a score of 655 with a

percentage of 85.62%. After being given treatment in the form of applying learning media *quizizz* on the material on satker asset accounting and village/subdistrict asset accounting, the majority of students felt a more conducive learning atmosphere, where students no longer chatted with their classmates but focused more on the material taught in class.

Hypothesis Test Results

Table 2. T-Test Results (Paired Sample T-Test) of Learning Motivation

Paired Samples Test				
		t	df	Sig. (2-tailed)
1	Pair Initial Motivation - Final Motivation	38.429	50	.000

Source: Processed Data from SPSS version 25.0

Based on test results using *paired sample t test* with a significance level < 0.05 then there is a significant influence, but when the significance value is > 0.05 then there is no influence. Based on the results of the *t test (Paired Sample Test)* Sig value. (2-tailed) $0.000 < 0.05$ it is known that there is an influence of learning media *Quizizz* On the Motivation to Learn Accounting of Students at SMK BM Panca Budi Medan.

ANALYSIS

Based on research that has been conducted, it is known that there are significant differences in learning motivation before and after treatment in the form of applying learning media *quizizz*. Based on questionnaire data on student learning motivation before being given treatment, it shows that the level of student motivation was 47.39% with an average score of 42.65. Data on student learning motivation after being given treatment shows that there is an increase in student motivation results from before being given treatment and after being given treatment. The percentage of students' learning motivation after being given treatment was 88% with an average score of 79.20. This shows that media use is one of the factors that influences student learning motivation. Based on the results of the *t test calculation (Paired sample test)* obtained Sig value. (2-tailed) < 0.05 ($0.000 < 0.05$) thus the hypothesis is accepted. Based on the test results, it can be seen that there is a significant difference in students' learning motivation before and after being given treatment. The results of student learning motivation after being given treatment were higher than before treatment, so it can be concluded that students' motivation to learn accounting is better by using learning media *quizizz* compared to before using learning media *quizizz*. The difference in student learning motivation is due to an increase in: 1) the desire and desire to succeed, students do their assignments on time; 2) there is encouragement and need to study, enthusiasm to get better grades; 3) there are hopes/aspirations for the future, the desire to excel in getting a class ranking; 4) there are rewards for learning, getting praise when you study well; 5) there are interesting activities

in learning, interesting learning activities for students; 6) there is a conducive learning environment, the classroom atmosphere is calm and students are more focused during learning.

Interesting learning media will influence students' learning motivation, they will concentrate, pay attention, and feel challenged to know what the teacher will convey so that the learning process will be more enjoyable. However, on the other hand, if students assess what the teacher displays as monotonous, then students will respond that way in following the learning process (Romlah et al., 2019).

The results of this research are in line with previous research conducted by Purrohman (2021) with the research title "The Influence of Application Media *Quizizz* "Towards Student Learning Motivation in Class V Science Learning". The research results explain that media use *quizizz*. This has an effect on increasing student learning motivation because this media requires students to be active, think critically and independently to answer questions and increase student insight.

The results of this research are also in line with previous research conducted by Astuti & Fatimah (2022) with the research title "The Influence of Media Use *Quizizz* "Towards Students' Learning Motivation in Economics Subjects at SMA Negeri 10 Palembang". The results of this research explain that there is media influence *quizizz* on students' learning motivation in economics subjects at SMA Negeri 10 Palembang. The average learning motivation score before treatment was 59%, while after treatment it increased by 81%. So it can be concluded that there is an increase in students' learning motivation after using the media *quizizz*.

5. CONCLUSION

Based on the results of the research discussion that has been carried out, it can be concluded that:

1. Use of learning media *quizizz* Accounting learning activities influence students' learning motivation. This result is proven by the students' motivation scores after the treatment being higher than the students' motivation scores before the treatment.
2. Use of learning media *quizizz* Accounting learning activities influence learning outcomes. This result is proven by the average student score after being given treatment which is higher than before being given treatment.

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