

## **EFFORTS TO IMPROVE LEARNING MOTIVATION THROUGH THE USE OF QUIZIZZ IN 6th GRADE STUDENTS OF TIRTOADI STATE ELEMENTARY SCHOOL**

**Nur Taufik and Suyatno**

Department of Education Management, Ahmad Dahlan University, Indonesia

### **ABSTRACT**

The Millennial Era promises various facilities, including in learning. But the facts show that the use of electronic devices in the form of devices is increasingly worried in students. Most of them use devices as entertainment tools just like playing games. This study aims to increase the student motivation through the introduction of Quizizz Games to students. This research is a class act. The teacher utilizes learning media in the form of Quizizz Games using the site <https://Quizizz.com>. Through this site the teacher gives questions in accordance with the material being taught. The results obtained turned out that 93% of students want to use Quizizz as their learning media. The reason given by students is because they feel happy when working on Quizizz given by the teacher. The impact of using Quizizz also affects the improvement of student achievement where before using Quizizz the average value of the results of the practice test is 57.90 while after using Quizizz the average value of students is 62.56. The results of this study recommend the importance of using learning technology that contains the element of "learning while playing" to elementary school age children.

**Key Words:** Quizizz Game, Learning Motivation, Tirtoadi State Elementary School.

### **1. INTRODUCTION**

The development of technology and information requires educational institutions to be more responsive to the use of technology in learning. Principals and teachers are required to be able to utilize information technology in learning so that students do not experience technological stuttering. One of the problems faced is elementary school children do not usually have enough motivation in learning, even though learning motivation is one of the factors that influence achievement learning (Hamdu & Agustina, 2011). If student motivation is low then learning achievement is also low.

Whether we realize it or not, learning has been done by humans since birth. Including while in school, every student is invited to always learn to find himself to achieve the competencies mandated by the curriculum. Learning is a human process of mastering competencies, skills and attitudes, (Baharuddin & Nur Wahyuni, 2015).

Many learning theories have been submitted by experts. One of them is Behaviorism theory. The emphasis of this theory is on the need for observable behavior. The characteristics of this theory are: 1) prioritizing small elements or parts, 2) being mechanistic, 3) emphasizing the role of the

environment, 4) prioritizing the formation of responses, and 5) emphasizing the need for practice, (Suyono & Hariyanto, 2012).

According to Dick and Carey in his book B. Uno, 2012 there are 5 learning strategies, namely: 1) preliminary activities, 2) delivery of information, 3) student participation, 4) tests and 5) follow-up activities. Each of these stages has their respective roles and objectives. Thus it is very important to understand each of these stages.

Learning is a process. As a process the teacher needs to know the various types of learning in students. At primary school age the habits of children tend to play. So it needs to be realized that in games that exist in children should contain elements of learning. Game is believed to be an early form of learning, (Suyono & Hariyanto, 2012).

The learning process requires media. Media is something that is useful for conveying messages and can stimulate students' thoughts, feelings, and motivations, so as to encourage the learning process in themselves, (Suyono & Hariyanto, 2012). Thus, it can be concluded that there are many media that can be used to stimulate students' interest in learning.

Motivation is driven by the environment around them (Maslow, 1943). With this stimulus they will recognize / not recognize the meaning of their needs. One of their needs is learning. The most miserable is when children are in an environment that is not accustomed to learning. In such an environment it is very difficult to invite them to study. Motivation is an internal process that activates, guides, and maintains behavior over time. If simplified motivation is something that causes us to walk, keeps us going, and determines where we try to walk (Slavin, 2009).

One of the supports of learning success is motivation. Motivation itself is a stimulus for students to do something, (Kompri, 2017). Sometimes to want to learn students need to be motivated. These motivations can be *intrinsic motivation*. As well as *extrinsic motivation*.

In this century, children are faced with the digital age. Based on the survey, one in three children starts using a *smartphone* (gawai) since they were three years old (Murdaningsih, 2014). This has become a challenge in the world of education. They know the tool is not as it should. They use these tools still tend to be recreational tools, not communication tools and learning tools. This condition will affect children's awareness to learn.

From the search results in a classroom, there are 27 students consisting of 18 female students and 8 male students that were accustomed to use devices at home. As many as 10 students were bought by their parents to support communication with their parents when they were busy working. The most interesting thing is that of the 27 students, none of them used the device as learning media. Even according to the reports of their parents they tend to spend the device on playing or activities that have nothing to do with the lesson. From the results of observations made known that children use the device to play games and watch funny videos.

This study aims to increase student motivation by utilizing the game Quizizz in learning. This research is important because the Game Quizizz is a device application for children and can be used as a learning medium for children so that the device owned by children are used to support

the learning process in the classroom, and not just to play and watch videos which do not have educational values.

## 2. LITERATURE REVIEW

The nature of learning is the process of interaction with all interactions around individuals. Learning is seen as a process of interaction through a variety of experiences, including seeing, observing and understanding something, (Rusman, 2010). This means that all activities of children in obtaining something is a learning process.

Learning aims to get something to give birth to the intellectual ability to stimulate curiosity and motivate learners. Therefore the quality of learning is influenced by many factors, one of which is the method used in learning, (Sutrisno, 2011). In order to support it, the teacher acts as a facilitator who must be able to plan learning so that all potential learners are fulfilled.

One of the learning methods is to play / game. Game is an activity carried out for pleasure without regard to the final result. The activity is carried out voluntarily and without force and is optional (Musfiroh, 2005). In the game, there is an element of learning. As the problem stated above, the game is something that attracts students to do it, including using their own devices. Next, the students' interest in playing the device was modified by me as a medium to attract students' interest in learning. One of them is to do quizzes directly and indirectly or in groups.

Classes that implement digital assignments have a better order of HOTs than print-based (conventional) classes. Forms of learning that can be done in this class are digital assignments. Considerations to implement this method are: The teacher's main considerations in training and improving students' HOTs; and tools for correcting student assignments. Digital assignments can be applied to students to deepen material or concepts, to practice national exam questions in digital form, (Islam & Sharif, 2018).

One online media that can be used as a lighter in interest in student learning is the portal on the [https:// Quizizz .com website](https://Quizizz.com). On the website the teacher mode and student mode are presented at the time of initial registration. In this case I use teacher mode. With teacher mode, then I can have more complete facilities than student mode. It can even form a class *virtual*.

Teacher mode can be used as a place for us to structure the questions. The preparation is very easy. We can use the teleport menu if we want to use the existing question bank, then we just need to adjust to the competency we are teaching. However, if we want to arrange our own questions, we can do it too.

Questions that have been made are distributed to students. Before being distributed on the screen display there is a menu of choices on how to do the problems. Namely live game modes, homework and solo games. Live game menu means we work together using each student's device so that students can work at the same time with a score that is immediately visible as well, while the homework menu is done in a certain time frame according to settings. What we share with students is the game link, that is the website [https:// Quizizz .com / join /](https://Quizizz.com/join/), then students just fill in the problem code that we provide.

Learning by using this Quizizz can make students feel happy and addicted. With happy and addicted conditions it means that children have learned to enjoy it. For this reason the teacher can plan, implement and evaluate learning carefully so that all student potential can be achieved. One way that can be implemented is by utilizing the play method, (Trinova, 2012). I suspect the use of Quizizz can increase student motivation in learning. Because Quizizz is able to create students' pleasure and addiction in learning, it is in accordance with the daily lives of students in grade 6 of Tirtoadi State Elementary School who are accustomed to using their devices.

### **3. RESEARCH METHODS**

#### **The Type of The Research**

This research is an action research with a quantitative descriptive approach. The research subjects were Grade 6 students at Tirtoadi State Elementary School in 2019/2020. The object of the research is the use of Quizizz Game on thematic learning in grade 6 of Tirtoadi State Elementary School.

#### **Data Collection Techniques**

Data collection techniques using a questionnaire distributed to students and parents of students. The questionnaire was in the form of an observation sheet made in the form of an online form which was distributed using a group of parents of the 6th grade parents group of 2019/2020.

#### **Data Analysis Techniques**

Furthermore, the collected data will be processed statistically which is realized in graphical form. The graph shows the level of change in students' interest in learning. The change in students in learning can be illustrated from the level of students' ability to absorb the subject matter being taught.

### **4. RESEARCH RESULTS AND DISCUSSION**

#### **Use of Quizizz Games in Learning**

Quizizz is introduced to students to shift the use of devices that were originally a tool to play into a more useful tool. The quizizz I present in this research is in the form of narration in the classroom. Next I sent a link on Quizizz which contained a set of questions. This was aimed to make the child happy to do it so that the device was more useful.

The main function of using Quizizz here is to build the culture of using devices from what was originally a recreational tool becomes a learning tool. It is hoped that the students' enjoyment in learning will arise. The next hope is that there will be a progress in students' interest in learning and achievement.

#### **Steps to Implement Quizizz Game in Learning**

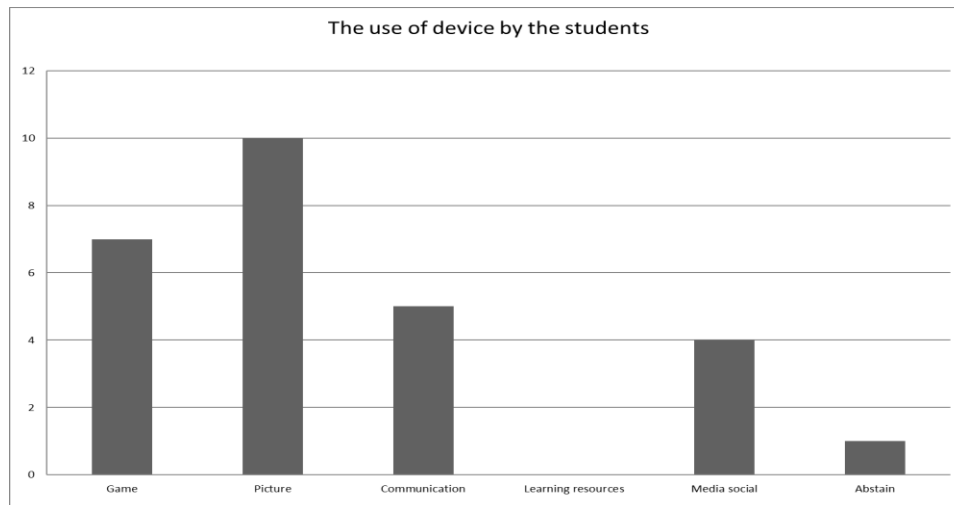
The activities carried out by the teacher and students are explained in Table 1.

**Table 1. Learning syntax using Quizizz Game**

No	Steps	Teacher	Activity Activity	Students
1.	Step 1: Identification of Quizizz	<ul style="list-style-type: none"> <li>- Building a story in the classroom that the devices owned by students can be used for learning.</li> <li>- Guiding students to download the Quizizz app on their devices and creating accounts.</li> <li>- Provide a Quizizz question code sent via WhatsApp Group and displayed in Projectors in class.</li> <li>- Teachers pay attention to student interest when using Quizizz</li> </ul>	<ul style="list-style-type: none"> <li>- Students pay attention to teacher narratives about Quizizz</li> <li>- Student download the Quizizz application and create Quizizz account</li> <li>- students access the code given by the teacher then do it</li> </ul>	
2.	Step 2: The Utilization	<ul style="list-style-type: none"> <li>- teacher provides the code (question link) provided through WhatsApp Group (WAG)</li> <li>- The question code provided in 2 versions namely the live version and the take home (PR) version</li> <li>- Teacher records the student progress while using Quizizz</li> </ul>	<ul style="list-style-type: none"> <li>- Students work on the given questions</li> <li>- Students and parents fill in the monitoring form about using Quizizz</li> </ul>	
3.	Step 3: Evaluation and follow-up	<ul style="list-style-type: none"> <li>- With colleagues, the teacher evaluates the implementation of learning using Quiziz. It consists of conducting evaluations and evaluation of learning outcomes</li> <li>- Based on the evaluation conducted, the teacher reforms the Quizizz delivery technique to the students</li> </ul>	<ul style="list-style-type: none"> <li>- Students get learning outcomes that have been implemented</li> <li>- Students are given a Quizizz code again based on the results of an evaluation conducted by the teacher</li> </ul>	

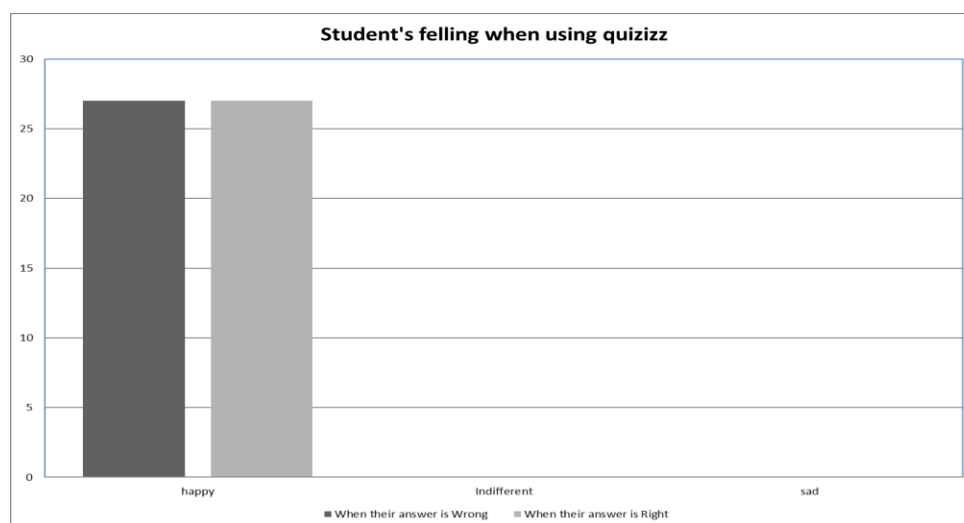
The results of classroom action research that have been carried out can be seen in graphs 1 -4 as follows:

**Graph 1.** The Use of Devices by students when they are not yet familiar with Quizizz

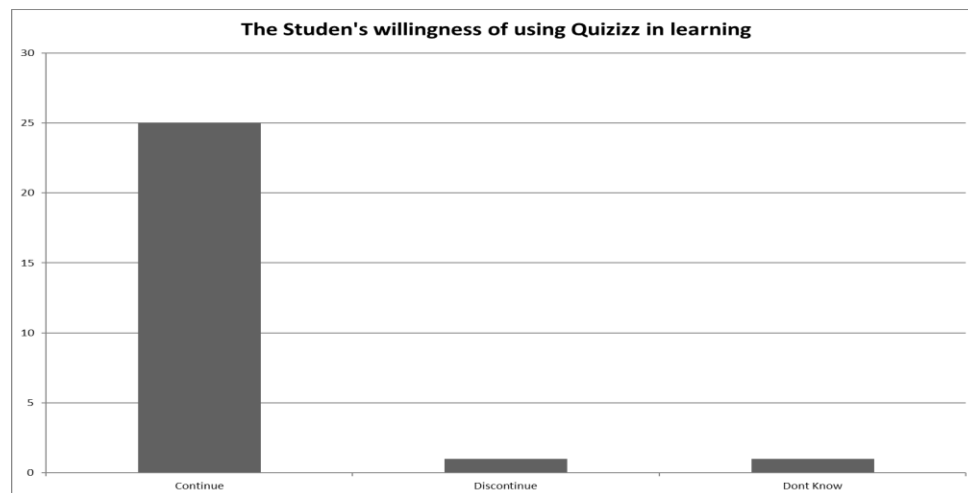


Based on graph 1 it can be seen that 100% of students are familiar with devices. None of the 100% of students have used the device as a learning resource. Then I introduce Quizizz. Quizizz is an online site that provides a medium for giving questions to students through an online network. After I introduce Quizizz their feelings are illustrated in the following graph:

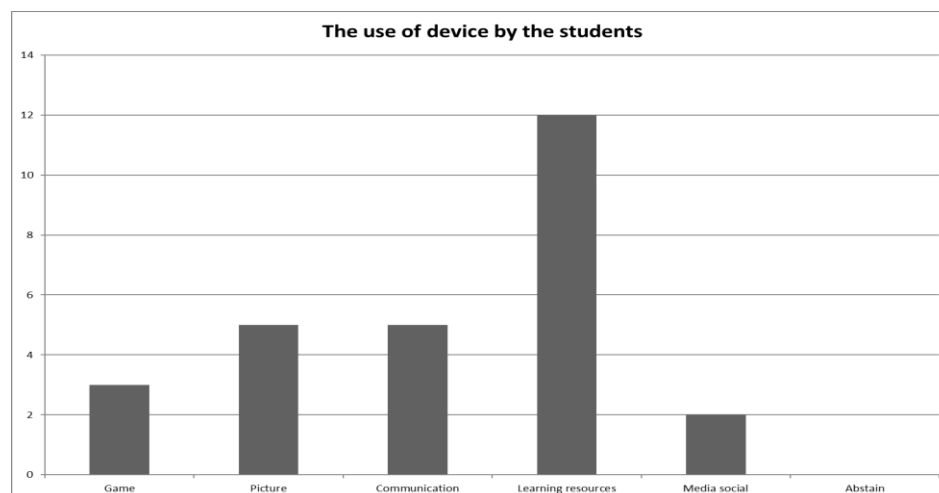
**Graph 2.** Students' feelings when answering Quizizz



Graph 2 shows that when students work on Quizizz they are happy, even though they answer incorrectly. The pleasure raises the interest of students to learn. The results of observations using this instruments about the use of devices for learning can be seen in the following graph:

**Graph 3.** Students' interest in using Quizizz in lessons.

Graph 3 shows that students' interest in using Quizizz in this lesson was remarkable. As many as 25 or as many as 93% of students who want to use Quizizz in learning. The remaining 3.5% do not want to continue their use and do not know. Furthermore, the use of devices that are of worry to the teacher gradually decreases, it can be seen in the following graph 4:

**Graph 4.** The Use of Devices by students after knowing Quizizz

The result is a considerable increase in the use of devices as learning resources. These results really relieved me as his teacher. It means that the device is not just a playing tool, furthermore games that have taken up a lot of their learning time.

The first results of this study indicate that after students are introduced to Quizizz, it arises a feeling of pleasure in learning. In addition, there is also an addiction in children in

learning. According to Amornchewin, (2018) Student satisfaction on using Quizizz is at the highest level, namely ( $X = 4.58$ ,  $SD = 0.54$ ).

While the second results, there is a shift in the use of devices. Initially the device was used by students to play games but after being introduced to Quizizz students used the device for learning resources. According to Pitoyo et al, (2019) student test anxiety is considered quite high, students' attitudes towards Quizizz in reducing test anxiety are also considered high. The implication is Quizizz has succeeded in reducing test anxiety due to the use of game elements in the application. As such, Quizizz is a good choice for use in exams. This is evidenced by an increase in achievement test scores before using Quizizz with after using Quizizz. Before using Quizizz, it showed that the average value of students was 57.90; the highest value is 90.00 and the lowest value is 16.25. After using Quizizz, the mean score of students is 62.56; the highest value is 87.17 and the lowest value is 37.17.

## 5. CONCLUSION

Based on the presentation of the results of the study it can be concluded that Quizizz is able to increase students' interest in learning. This was proven by the occurrence of students' enjoyment and addiction in learning which is equal to 93% of students like it. The device can be used as a learning resource. Initially the device was not used by students for learning resources now students have realized that the device can be used for learning. The results of this study recommend the importance of using learning technology that contains the element of "learning while playing" to elementary school age children. The feeling of pleasure in learning as a result of games that contain games turns out to be very helpful in increasing student interest in learning.

## REFERENCES

- Amornchewin, R. (2018). The Development of SQL Language Skills in Data Definition and Data Manipulation Languages Using Exercises with Quizizz for Students' Learning Engagement. *IJIE (Indonesian Journal of Informatics Education)*, 2(2), 83. <https://doi.org/10.20961/ijie.v2i2.24430>
- B. Uno, H. (2012). *Learning Model* (1st ed.). Jakarta: Earth Literacy.
- Baharuddin, & Nur Wahyuni, E. (2015). *Learning Theory & Learning* (1st ed.). Sleman: Ar-Ruzz Media.
- Hamdu, G., & Agustina, L. (2011). Effects of Student Learning Motivation. *Journal of Educational Research*, Vol. 12, pp. 81–86.
- Islam, U., & Syarif, N. (2018). implementation of digital assignments to improve high order thinking skills (hots) abilities of senior high school students in the concept of newton's law. *implementation of digital assignments to improve high order thinking skills (hots) abilities of senior high school students in the concept of Newton's law*, 10(2), 335-340.
- Kompri (2017). *Learning: Factors That Influence It* (1st ed.). Yogyakarta: Academy Media.



- Maslow, A.. (1943). *A Theory of Human Motivation The present paper is an attempt to formulate a positive theory of motivation which will satisfy these theoretical deeds and at the same time conform to known facts, clinical and observational as well as experimental.* Psychological Review.
- Murdaningsih, D. (2014). Survey: Millions of elementary school age children addicted to "gadget" | *Republika Online*. Retrieved April 18, 2020, from <https://republika.co.id/berita/trendtek/gadget/14/01/17/mzjj2x-survei-juta-anak-usia-sd-kecanduangadget>
- Musfiroh, T. (2005). *Play while Learning and Sharpening Intelligence*. Jakarta: Ministry of National Education.
- Pitoyo, MD, Sumardi, S., & Asib, A. (2019). Gamification based assessment: A Test of Anxiety Reduction through Game Elements in Quizizz Platform. *International Online Journal of Education and Teaching (IOJET)*, 6(3), 456–471. Retrieved from <http://iojet.org/index.php/IOJET/article/view/626>
- Rusman. (2010). *Learning Models Developing Teacher Professionalism*. Jakarta: PT. Raja Grafindo Persada.
- Slavin, RE (2009). *Educational psychology theory and practice* (Eighth). Jakarta: PT. Index (Original book published in 2006).
- Sutrisno. (2011). *Introduction to Information & Communication Technology Based Learning*. Jakarta: GP Press.
- Suyono, & Hariyanto. (2012). *Learning and Learning* (3rd ed.). Bandung: Rosdakarya.
- Trinova, Z. (2012). The Nature of Learning and Playing is Fun for Students. *Al-Ta Lim*, 19(3), 209. <https://doi.org/10.15548/jt.v19i3.55>