

## THE EFFECT OF THE QUIZIZZ GAME ON INCREASING MOTIVATION AND SOCIAL STUDIES LEARNING OUTCOMES AT THE JUNIOR HIGH SCHOOL LEVEL

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### Abstract

This study aims to determine the effect of Quizizz games on increasing motivation and social studies learning outcomes for class VII students of SMPN 7 Purwokerto. This experimental research design uses two groups, namely the experimental group and the control group. The data collection technique used interviews, tests (pre-test and post-test), and observation with a sample of 74 students from 286 students from class VII SMP N 7 Purwokerto. The purposive sampling technique showed that the class used as the control class was class VIIB, with a total of 34 students. The treatment was given using traditional learning methods. Class VII A is used as an experimental class with the learning process using the Quizizz learning application. Based on the results of research conducted by Quizizz, learning media can be declared capable of increasing student motivation and learning outcomes. The effect of Quizizz learning media on increasing motivation and learning outcomes using the test declares the Wilcoxon value of Asymp. The sign (2-tailed) is 0.000. Because the Asymp. Sign (2-tailed) is less than 0.05, then  $H_0$  is rejected, and  $H_a$  is accepted, so it is concluded that the use of learning media based on Quizizz educational games has an effect on increasing motivation and learning outcomes of social studies class VII students of SMPN 7 Purwokerto.

### Keywords

Education Quizizz Strategy, IPS Learning, Learning Motivation, Learning Outcome, SMP N 7 Purwokerto



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## INTRODUCTION

In education, teaching and learning activities are very important subjects, and the success of educational goals depends a lot on how the teaching and learning process is implemented. Learning during a pandemic makes educators think about creative learning activities so that students can understand the material provided, and learning activities try to use technology as much as possible so that students don't feel bored with online learning (Slamet & Sriyanto, 2022). Educators can choose to make learning media according to their needs to facilitate learning activities. Learning media is used as a support for learning activities to facilitate teachers in providing information to students in teaching and learning activities (Audie, 2019). The main function of learning media is instructional, where the media must involve students both in psychological form and in real activities so that learning can run well. Another function of learning media is to inspire enthusiasm interest, respond, and attract the attention of students to participate in learning activities (Hasudungan & Rudiman, 2022). Various types of learning media already exist, and one of them is learning media based on Quizizz educational games.

A game is a game created for students that leads to learning to create understanding and perception, guides students to practice skills, and stimulates them to play it. Educational games have the aim of increasing learning interest in the material conveyed by educators through games, encouraging students' critical thinking skills (Windawati & Koeswanti, 2021). With the game, it is hoped that students will feel happy, so that it makes it easier to understand the material presented. The Quizizz application is an application in the form of an interactive quiz that encourages students to think critically in the form of a game. Quizizz is able to stimulate students' enthusiasm in answering questions because it is limited by different times and supporting tones if students answer correctly or incorrectly. With the Quizizz application, students can compete to stimulate learning to improve student learning outcomes (Hidayati & Aslam, 2021). In this experiment, the researcher chose to use learning media based on Quizizz educational games at SMP N 7 Purwokerto.

Quizizz has the advantage of making it easier for educators/teachers to ask questions. If students open a new tab, there is a possibility of problems with the Quizizz tab to minimize cheating, and there are review questions in the final or closing session so that students can review their answers, minimize cheating because the questions and answers in student quizzes will be randomized automatically, there are statistics on student score acquisition data that can be processed into Microsoft excel. The drawbacks of the Quizizz application are that the Quizizz application

requires a stable internet connection because if there is no internet, then it will experience difficulties. When working on quizzes, students can open new tabs and can use other accounts to find answers. Time settings of students who were initially in the top ranking may be downgraded due to inappropriate timing. Students who are late to join the quiz will get problems (Salsabila et al., 2020).

Based on the results of observations of social studies learning activities, especially for class VII students at SMPN 7 Purwokerto, it seems less attractive. Student activities tend to be passive, thus reducing motivation, and their KKTP scores are still low, as evidenced by the observation that data was obtained from 37 students who achieved KKTP scores, only six students. This is because the process of learning activities in the classroom is still dominated by verbalism and the use of media that is less than optimal. Based on these problems, it is necessary to have strategies, methods, and the use of interesting learning media so that students are able to develop their potential. One way to motivate students' creativity is by learning social studies through Quizizz Educational Game-Based Learning Media. Through Quizizz media, students are expected to have changes in both knowledge and experience that will change values and attitudes in everyday life. Learning Social Sciences will be more lively and able to encourage learning enthusiasm for students. Thus, students will more quickly understand the material from Social Sciences lessons (Citra & Rosy, 2020).

The results of research conducted by Munawir & Hasbi (2021) explained that The effect of using Quizizz has the highest contribution or influence on the students' psychomotor outcomes. Next is the effect of using Quizizz on students' cognitive and affective outcomes. Moreover, student engagement is little or not significantly affected by the use of Quizizz. The conclusion highlights the importance, although currently ignored, of the way that students contribute depends on the flow of the instruction they receive (Syafriaedi & Riau, 2023). Research indicates that Quizizz plays a significant role in the current learning process. This is one of the most appropriate and relevant applications used in learning, especially for the evaluation process. An interactive and fun learning experience, active student involvement, instant feedback, and personalized learning are some of the factors that make Quizizz a very powerful tool for increasing student motivation and interest in learning, which, of course, also has an impact on improving learning achievement. This is also in line with Wassalwa & Iffah's (2022) research, which explains that The use of Quizizz educational game-based learning materials was effective in improving the academic achievement of Intermediate Foreign Language Boarding (LBH) students. It was proven by the t count's value  $(3.373) > t \text{ table } (2.160)$ . The results of the effective use of Quizizz educational game-based learning

media were high/good on the learning outcomes of Intermediate Language Boarding House (LBH) students. Another research conducted by Inayati & Waloyo(2022) found that gamification affected students' engagement, active participation, and discipline. However, their English learning outcomes were dynamic. Thus, integrating an internet-based game, Quizizz, in English instruction with more cognitively driven approaches is worth implementing for better English outcomes. Another study explaining Quizizz was also written by (Suwarni et al., 2023), who stated that. This study concluded that the average percentage of the effectiveness of the Quizizz application on student attention was 70.1% or quite effective, while Quizizz on student learning motivation was 70.3% or quite effective. Based on the results of the literature review that has been done, the novelty of this research with previous research is that this research focuses on motivation and learning outcomes using the Quizizz application.

In social studies learning, educators strive to be able to design and liberate students so that in the process of learning activities, students are not only required to follow the will of the teacher, but the teacher must also be able to understand the potential of each student. So that students can participate in learning happily without any pressure and coercion. Educators are required to be able to innovate in determining learning models due to the diversity that exists in students. Based on the explanation above, the purpose of this research is to describe the Effect of the Quizizz Game on Increasing Motivation and Social Studies Learning Outcomes at the Junior High School Level.

## METHOD

This type of research is experimental research using a quantitative approach. This experimental research is a type of research carried out to see the impact of an action in certain circumstances (Sanjaya & Pd, 2015). In this study, using the *true design Experimental Design*. *True experimental Design* is an experiment truly because, in design, This whole variable impacts the way the experiment will be controlled by the researcher so that the internal validity can be high. Research This consists of class experiment And class control, in Which the sample is chosen randomly. *True Experimental Design* has two forms, one of which is *Pre-test-Post-test Control Group Design*. The pre-test was used, and a random post-test was used to see the difference between the experimental group and the control group (Creswell, 2019).

The population is a selection of a group of subjects or objects that have certain characteristics and uniqueness studied And pulled in conclusion by the researcher (Darwin et al., 2021). Population doesn't have to be man, but Also objects And things natural. Population covers the whole uniqueness/characteristic of Which There is on the subject or object(Sugiyono, 2019). The population in this research study, namely Class VII students at SMP N 7 Purwokerto for the 2022/2023 academic year, amounts to 286 students.

The sample is part of the population, Which is taken based on the Procedure technique sampling so that it is capable of describing the population (Darwin et al., 2021). The sampling technique in this study is by using the Yamane formula as follows:

$$n = \frac{N}{1 + N (0,1)^2}$$

Information:

n = Number of samples required

N = Total population

e = sample error rate (sampling error )

$$n = \frac{286}{1 + 286 (0,1)^2} = 74.09$$

Based on the results of the calculation of the population data above, it can be concluded that the number of samples used is as much as 74.09 learners. Because of the study, This needed class experiment And class control, Which are The same, So the sample is rounded up to 74 students consisting of 2 classes, namely 1 class experiment and one control class at SMP N 7 Purwokerto. The sampling technique used purposive sampling technique showed that the class that was used as the control class was VII B class with 34 students. The treatment was given using traditional learning methods. Class VII A, with 34 students, is used as an experimental class with the learning process using the Quizizz learning application

The variable is ~~any~~ object, group, characteristic, or mark of a person or activity that has certain variations determined by the next researcher studied and conclusions drawn (Sugiyono, 2019). In research, This study uses two variables, namely *independent* or independent variables and a *dependent* variable or bound.

- 1) Variable independent (X) is the variable that influences reason change or exists variable dependent (bound) (Sugiyono, 2019). In the study, This independent variable is the application *Quizizz*.
- 2) Variable dependent (bound) (Y) is variables affected by independent variables or which become the consequence of existing variable independent (Sugiyono, 2019). In the study, This variable is dependent (bound) on motivation and results. Study participants were educated.

The device used For measuring the variable researched is Instrument collection data. Instrument studies have the purpose of producing quantitative data that is accurate (Sugiyono, 2019). This study uses data collection in the form of questionnaires (motivation) and tests ( *pre-test* and *post-test* ). Instructional Media *Quizizz* Educational Game Based can obtain description activity And motivation participants educate in following activity process learning IPS. Test results learn to use as a tool For know results Study. Student learning outcomes test class VII SMP N 7 Purwokerto, Which will analyzed as a test after the application of *game-based* learning media grief *Quizizz*.

*Pre-test* questions are given before learning is carried out with the type of multiple choice questions. This matter aims to determine the initial ability of students before following learning. The *post-test* is given after learning is carried out, which aims to measure the ability of students after being given material by educators with the type of multiple choice questions.

Test validity is exposure data that is believed to be valid in accordance with reality. The instrument is used as a measuring tool to obtain valid data. Valid means instrument can used To measure What should be measured (Sugiyono, 2019). Test validity function For measure level suitability data obtained from respondents with the reality that occurred in the field. The validity test is used to find out the validity of the instrument questions that have been designed by researchers. Teacher lessons will be tested, especially formerly on learners class VII Who have obtained eye lesson Social Sciences Sub-Themes Learning Trends in the Industrial Age Social Sciences. Process calculation test validity This uses the program application SPSS (Statistical Product and Service Solution) version 21 for Windows. If results obtained  $r_{\text{count}} > r_{\text{table}}$ , the instrument is correlated with the total value and can be said to be valid. On the contrary, If  $r_{\text{count}} < r_{\text{table}}$ , the instrument is not correlated with the mark total and can said to be invalid.

The reliability test is a consistency test, where the instrument research is said to have a high-reliability value if the tests conducted have consistent results in measuring. Instrument Which reliable is instrument Which moment used repeated time For measure object Which The same will

obtain same data result (Sugiyono, 2019).

- a) The process of calculating the reliability test is done in a way using the SPSS application program version 21 for Windows. If the reliability calculation results are  $> 0.6$ , then the instrument study can be said to be reliable. Location This research was conducted at SMP 7 Purwokerto. The sample in this study were students in class VIII A, totaling 34 students, and class VIII B, totaling 34 students. Even though it consists of several different classes, all classes as population classes are one unit because all of them have in common, that is, these students are at the same level, namely class VIII, and these students receive the same teaching as the SMP 7 Purwokerto curriculum. With the same teaching teacher. Research instruments that can be used. In this study, multiple-choice test instruments with statements have been made. The data analysis technique uses three stages, namely, population data analysis, initial stage analysis, and final stage analysis. The Wilcoxon signed test is a nonparametric test that is used to measure the differences between 2 groups of paired data on an ordinal or interval scale, but the data is not normally distributed. This test is also known as the match pair test. The basis for decision making in the Wilcoxon signed test is as follows: When If mark Asymp.Sig (2-tailed)  $< 0.05$ , then  $H_0$  is rejected, and  $H_a$  is accepted. If mark Asymp. Sig (2-tailed)  $> 0.05$ , so  $H_0$  accepted, And Harejected.

Testing the hypothesis was carried out using the Wilcoxon test and the Maan-Whitney (U) test. The results of the hypotheses are presented as follows: Wilcoxon Test Results The Wilcoxon test is used to see the effect of the treatment given, namely by using the Quizizz learning application. In this study, the Wilcoxon test was used to compare and see differences between pre-test data and post-test data. The criteria for a change are if the sig value is  $\leq 0.05$ , whereas if the sig is  $\leq 0.05$ , then there is no change after being given treatment. Sources of data in this study were specifically conducted to answer research questions. The author collects primary data by questionnaire method.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **1) Motivation to learn**

##### **a) Results Experimental Class Questionnaire**

The results of the questionnaire gave motivation to participants, and obtained the mean score of 61.56, which is included in the high category. Of the 37 participants, 8 participants have motivation medium, 23 participants have high motivation, and 6 participants have very high

motivation. The data shows 62,16% of participants have their own motivation with high criteria.

a. 3Results Questionnaire Class control

The results questionnaire gave motivation to participants who obtained a mean score of 56.44, which is included in the high category. Of the 37 participants, 15 participants have a motivation medium, 20 participants have high motivation, and 2 participants have very high motivation. This shows that 54.05% of participants educate their own motivation with criteria high.

2) Learning outcomes

*Pre-tests* and *post-tests* are the result of learning. *The pre-test* is a test that was done before educators provided material to be tested/treated on learners' forms using the *Quizizz application*, while the *Post-test* is a test that is carried out after the teacher provides learning/treatment on learners whose form uses the *Quizizz application*.

**Table 1.** Data Statistics *Pre-test* and *Post-test* Descriptive Statistics

	N	Minimum	Maximum	Means	Std. Deviation
Pre-test Experiment	37	20	65	43.09	10,821
Post-test Experiment	37	60	95	80.06	7,723
Pre-test Control	37	25	65	42.59	9,726
Post-test Control	37	45	90	63,61	12,673
Valid N (listwise)	37				

The data above show that the Lowest *pre-test* experimental class is 20, and the highest score in the *pre-test* experimental class is 65. As for the mark, the Lowest *post-test* class experiment was 60, And the highest *post-test* score for the experimental class was 95. The value in the lowest *pre-test* control class was 25, and the highest score in the *pre-test* class control was 65. The lowest score in the *post-test* control class was 45, and the highest *post-test* control class was 90. Next, For see details, mark *pre-test-post-test* class experiments and controls will describe the arrangement of the data according to category or interval class as follows:

**Table 2.** Data Distribution Frequency Experiment Class *Pre-test*

No.	Intervals	Frequency	Percentage
1.	15-21	2	5.4%
2.	22-28	1	2.7%
3.	29-35	5	13.51%
4.	36-42	11	29.8%
5.	43-49	3	8.1%
6.	50-56	8	21.6%
7.	57-63	4	10.7%



8.	64-70	3	8.1%
	<b>Amount</b>	<b>37</b>	<b>100%</b>

The table on showing that intervals 15-21 amount to two learners (5.4%), intervals 22-28 amounted to 1 student (2.7%), intervals 29-35 total five learners (13.51%), intervals 36-42 amount to 11 learners (29.8%), intervals 43-49 amount three learners (8.1%), intervals 50-56 amount eight students (21.6%), intervals 57-63 amount four learners (10.8%), And intervals 64 -70 amounted to 3 students (8.1%). So from the data obtained, very lacking criteria amounted to 3 students, lacking criteria amounted to 16 learners, criteria Enough amounted to 15 learners, and criteria good amounted to 3 students.

**Table 3.** Distribution Data *Post-test* frequency Class Experiment

No.	Intervals	Frequency	Percentage
1.	65 – 71	4	10.8%
2.	72–78	4	10.8%
3.	79–85	16	43.3%
4.	86 - 92	9	24.3%
5.	93 - 100	4	10.8%
	<b>Amount</b>	<b>37</b>	<b>100%</b>

The data table above shows that intervals 65-71.72 - 78 and 93 - 100 amount to four learners (10.8%), intervals 79-85 amount to 16 learners (43.3%), and intervals 86-92 amount to nine students (24.3%). From the data, the obtained criteria both totaled 24 students, and very good criteria amounted to 13 students.

**Table 4.** Data Distribution *Pre-test* Frequency Control

No.	Intervals	Frequency	Percentage
1	20 - 25	1	2.7%
2	26 - 31	2	5.4%
3	32 - 37	15	40.54%
4	38 - 43	6	16.21%
5	44 – 49	1	2.7%
6	50 - 55	9	24.32%
7	56- 61	3	8.1%
	<b>Amount</b>	<b>37</b>	<b>100%</b>

Based on data on show that intervals 20-25 amount to one learner (2.7%), intervals 26-31 amount to two learners (5.4%), intervals 32-37 amount to 15 learners (40.54%), intervals 38-43 totaling one student (2.7%), and the 44-49 interval totaling nine students (24.32%). From the data these criteria are obtained, there are less than 24 students. The criteria are enough for 13 students.

**Table 5.** Data Distribution *Post-test* Frequency Class Experiment

No.	Intervals	Frequency	Percentage
1	40 - 45	2	5.4%
2	46 - 51	3	8.1%
3	52-57	12	32.43%
4	58-63	3	8.1%
5	64 - 69	4	10.8%
6	70-75	5	13.5%
7	76-81	2	5.4%
8	82 - 87	4	10.8%
9	88 - 93	2	5.4%
<b>Amount</b>		<b>37</b>	<b>100%</b>

From data on show that on intervals 40-45 total of two learners (5.4%), intervals 46-51 amount three learners (8.1%), internally 52-57 amount 12 learners (32.43%), intervals 58 - 63 amount three students (8.1%), intervals 64 - 69 amount five learners (13.5%), intervals 82-88 totaled two learners (5,4 %), And intervals 89-95 amount four learners (10.8%). From these data, it was obtained that the sufficient criteria were 17 students, good criteria totaled 14 students, and very good criteria totaled six learners

### Test Wilcoxon

It is an alternative test to replace the normality test paired sample t-test If data is No normal. Test Normality functions to determine data that has been collected and is normally distributed. Previously, the researcher did a normality test *paired* sample t-test using SPSS version 21 and found that the data was not normal or did not meet the assumption normality. So, to overcome the matter, the researcher used an alternative, that is, the Wilcoxon test (sample in pairs) or the Wilcoxon test *signed rank test*. This test is a parametric test to determine the difference in the mean of the two samples in pairs.

**Table 6.** The Mean of the 2 Samples

		N	Means rank	Sum of Ranks
Post-test - Pre-test	Negative Ranks	0 a	,00	,00
	Positive Ranks	37 b	22.00	1132.00
	Ties	0 c		
	Total	37		

Interpretation *output* SPSS:

- a) IPS learning outcomes for *pre-test* And *post-test* are 0 for *Negative Ranks* or difference negative, Good on mark N, *Means rank*, nor *sum of rank*. Mark 0 means No. There is a decrease/subtraction from

mark *Pre-test* to mark *post-test*.

- b) There are 37 data positive (N), which means 37 participants are educated, experience enhancement results, and learn IPS from mark *pre-test* to mark *post-test*. Enhancement *Means rank* is 22.00. Meanwhile, the total Sum of Rank is 1132.00.
- c) The similarity mark *Pre-test* and *Post-test* or *ties* are 0, so it can be said that there is that value The same between the *pre-test* and *post-test*.

**Table 7. Statistics Test**

Post-test - Pre-test	
<b>Z</b>	-4.025b –
<b>Asymp. Sig. (2-tailed)</b>	,000

As for base-taking decisions in test Wilcoxon, that is:

- b) If mark Asymp.Sig (2-tailed) < 0.05, then Ho is rejected, and Ha is accepted.
- c) If mark Asymp. Sig (2-tailed) > 0.05, so Ho accepted, And Harejected.

From the results output test statistics *SPSS* above seen results Asymp. Sig(2-tailed) is worth 0.000. Because the value is 0.000 smaller than 0.05, ho rejected, And Ha accepted, meaning There is a difference in average between the results of the Study Pre-test and Post-test. Based on the results of the calculations that have been done. The results of data estimation obtained the values of the variables before and after using the Quizizz application in the normality test with the **Wilcoxon** test method of 0,000 less than the alpha level of 5% (0.05), then H0 is rejected, meaning that there is a significant effect of using the Quizizz game on increasing motivation and learning outcomes social studies class VI.

**Table 8. Test Result Student Learning Outcomes**

<b>Mann -Whitney u</b>	254,000
<b>Wilcoxon W</b>	1259,000
<b>Z</b>	-4,721
<b>Asymp. Sig. (2-tailed)</b>	,000

The basis for making decisions in the Mann test Whitney is:

- a) If mark Asymp. Signification (2-tailed) < 0.05, so Ho rejected, And Ha accepted.
- b) If mark Asymp. Signification (2-tailed) > 0.05, so Ho accepted, and had I refused.

From the output data *SPSS* above, note that the *Asymp. Sign* (2-2-tailed) is 0.000 because of the *Asymp* value. *Sign* (2-tailed) not enough of 0.05, then  $H_0$  is rejected and  $H_a$  is accepted, so there is a differencesignificant difference between learning outcomes using the media *Quizizz* Learning and students who do not use the media learning *Quizizz*.

## Discussion

Research that focuses on social studies learning outcomes at SMP 7 Purwokerto using the *Quizizz* application shows that *Quizizz* learning can be said to be able to increase student motivation and learning outcomes. The effect of *Quizizz* learning media on increasing motivation and learning outcomes using tests stating the value of Wilcoxon *Asymp*. This is in accordance with Azizah's (2023) research, which states that the Use of *Quizizz* Paper Mode Application in Increasing Learning Motivation in Class VII Islamic Religious Education Subjects at Tarbiyyatul Falah Karawang Middle School is used as a learning medium, precisely as a medium for evaluating learning and strengthening material after learning is complete. Another study conducted by (Bahri et al., 2021) stated that the results showed that the use of the quiz game application "*Quizizz*" had a positive impact on student motivation and achievement in online classes during the COVID-19 pandemic. Teaching and learning activities become more interactive, innovative, fun, and not rigid and/or boring. Students in class not only listen to lecturer lectures through the Zoom application but also interact with both lecturers and fellow students through game activities. This is in line with research conducted by Saiful Bahri, which stated that the quiz game application "*Quizizz*" had a positive impact on student motivation and achievement in online classes during the COVID-19 pandemic. Teaching and learning activities become more interactive, innovative, fun, and not rigid and/or boring. Students in class not only listen to lecturer lectures through the Zoom application but also interact with both lecturers and fellow students through game activities. Research conducted by (Nurul Hidayah Sandalsa Ulya Hambali, 2020) wrote that in Sirajul Falah Vocational School, 35 students, 92% were interested, and it was seen that they really liked this *Quizizz* learning media. Apart from being easy to use, the *Quizizz* application is also very interesting and can assist in learning Indonesian in the face of this 4.0 era. Research conducted by (Predyasmara et al., 2022) shows that *Quizizz* live learning can increase students' intrinsic motivation to learn English. This is evidenced by the average score obtained from the questionnaire student intrinsic motivation inventory, which is 3.28 in the pre-cycle. This score increased to 3.63 in cycle one and even higher in cycle 2, namely 4.60. Qualitative data based on the findings of student responses to the Quiz show that most students are interested in and enjoy learning

English through the Quizziz platform. The Quizziz platform increases students' intrinsic motivation in learning English online classes during the Pandemic Period. Similar research conducted by (Ririn et al., 2017) stated that there was an influence between the application of Quizziz media and Google Forms on improving student learning outcomes, and there was no effect on increasing student learning motivation. Momentum, and Impulse learning with Quizziz media was more effective than Google Form media in terms of from the learning outcomes of students and is not effective in terms of student's learning motivation. Based on previous research that has been done, it strengthens this research that the Quizziz learning application can increase student learning motivation.

The ranking system that is displayed after doing work will create an atmosphere of competition that will motivate students to be the best. This can encourage students to be mutually motivated in obtaining the best position in their class. Students will struggle to answer quickly and accurately, although sometimes there are problems in the internet network because Quizziz requires a stable internet network to complete step by step. However, this obstacle does not reduce the enthusiasm of students to be the best in their class. Indirectly, this also encourages the active participation of all students to contribute to learning. Using Quizziz not only increases students' learning motivation but also sharpens their attention towards their academic assignments. This is due to the fact that quizzes take time, thus requiring students to read and analyze the questions carefully but still not force them to solve them immediately. In addition, the fact that quizzes are not held in one location means students have to study diligently, as they cannot consult their peers for assistance when taking the test in person or in one location.

Quizziz is still very helpful in the online learning process as it is today, as can be seen from the positive impacts resulting from its use. Quizziz is still very helpful in the online learning process as it is today, as can be seen from the positive impacts resulting from its use. This is in accordance with (Nugroho et al., 2019), which states that technological gamification during the learning process can be used for constructive activities, such as fostering imaginative and fun learning to increase student progress. However, Quizziz or the use of game-based learning media has consequences that must be considered. For example, an extrinsic incentive system can be a major tool in classroom management. To complete the learning process in the classroom, students need to have an inner desire for the teacher to help them develop.

One of the interesting learning media, which has an interactive nature that prioritizes cooperation communication and can lead to interaction in students, is a game, which has the

characteristics of creating motivation in learning (namely: fantasies, challenges, and curiosity (Inayati & Waloyo, 2022). The game itself is any context that creates interaction with one another between players by following existing rules and having been determined to achieve a goal (Suwarni et al., 2023). Interactive quizzes are a combination of lecture, question and answer, and assignment methods packaged in a quiz game. Games like these provide opportunities for players, all participants, and even spectators for creative endeavors (Puspita, 2020). Giving quizzes is a teacher strategy that is given to students by giving questions in the learning process related to the material that has been taught with the aim of measuring the level of understanding of students (Lestari, 2021).

Learning that is driven by intrinsic motivation will be more successful than learning that is driven by extrinsic motivation, such as receiving rewards or prizes. This needs serious attention because even though the use of game-based learning media can be successful, there is also the possibility of not being successful. Consequently, the use of media-based effective game designs is required, and evaluation strategies that take the desired learning outcomes into account must be included in such a way that the learning competencies that are expected to be achieved can be implemented successfully.

## CONCLUSION

Based on the results of the research above, it can be concluded that the motivation and learning outcomes of class VII students in using learning media based on the educational game Quizizz are very good. Students are very enthusiastic and enthusiastic about participating in learning activities. The results of the learning motivation of students in the control class obtained an average class value of 54.05, which means that students have motivation with high criteria. The experimental class obtained an average class value of 62.16, which means that students have motivation with high criteria. The average pre-test score of students' learning outcomes in the experimental class was 43.09, and the average post-test score was 80.06. Whereas in the control class, the average pre-test score was 42.59, and the average post-test score was 63.61. So, it can be concluded that the average value after being given treatment is higher and experiencing a significant increase compared to before being given treatment. So, Quizizz learning media can be declared capable of increasing student motivation and learning outcomes. The effect of Quizizz learning

media on increasing motivation and learning outcomes using the declares the uji Wilcoxon value of Asymp. The sign (2-tailed) is 0.000. Because the *Asymp. Sign* (2- 2-tailed) is less than 0.05, then  $H_0$  is rejected, and  $H_a$  is accepted, so it is concluded that the use of learning media based on Quizizz educational games has an effect on increasing motivation and learning outcomes of social studies class VII students of SMP N 7 Purwokerto.

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