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RESEARCH ARTICLE

Differences in Student Motivation by Using Quizizz Media and Printed Books in Class VIII SMPN 27 Makassar

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Abstract: This study aims to determine the difference in learning motivation by using Quizizz media and student books in Class VIII SMPN 27 Makassar. This type of research is Quasi-Experiment research and quantitative approach with a research design using Nonequivalent Control Group Design. The population was all students of class VIII SMPN 27 Makassar consisting of 10 classes with a total of 367 people, the sample was selected by purposive sampling, with 2 classes, namely class VIII 6 totaling 23 people as the control class and class VIII 8 totaling 23 people as the experimental class. The research instrument was a questionnaire of learning motivation and the data was analyzed with descriptive statistics and inferential statistics. The results of this study learning motivation in control and experimental classes were at a moderate level with a percentage of 39%. Inferential statistical data on learning motivation can be degrees of freedom (dk) which is 44, so that the t_{table} is obtained 1.68023. so that the $t_{count} = 0.719 < t_{table} = 1.68023$. There is no difference in the learning motivation of students using Quizizz and printed books in class VIII SMPN 27 Makassar.

Keywords: Learning Motivation, Quizizz, Printed Book

1. Introduction

Learning is always in line with technological developments which have an important role in creating a pleasant atmosphere in the classroom. Generally, people think that what is understood as learning media is "learning with effort" but with the help of technology it can be replaced with "learning with fun". Therefore, educators are expected to be able to develop learning media by utilizing information technology. Therefore, educators must be proficient in using information and communication technology (Sinsuw & Sambul, 2017). The progress and role of technology has become so prominent that the use of teaching aids, educational aids, audio, visual and audiovisual aids and other school equipment is adapted to these developments and adapted to the demands of the curriculum, materials, methods and ability levels. students, to achieve learning goals (Moto, 2019). Learning media is an intermediary used to convey material to students using certain tools so that students can understand quickly and receive knowledge from educators. Learning media has an important role in the effectiveness of the learning process (Puspitarini & Hanif, 2019).

Based on the results of observations and interviews conducted with 3 class VIII science educators at SMP Negeri 27 Makassar, the learning media used by educators during learning were only printed books or teaching materials. However, from these learning activities the



obstacles faced by educators are that there are still many students who have difficulty understanding the material presented well, are not focused, and are not active during learning. Teaching media that are arranged systematically and are able to sequence material and subject descriptions that have been approved by the Ministry of Education are called printed books. Printed books have an important role in the learning process whose content is in accordance with the curriculum (Soesilo & Munthe, 2020). The criteria for a good printed book have content that is in accordance with KI and KD. The material in it is able to explain in full, including definitions, classifications, procedures, comparisons, summaries, and so on (Utari, Deskoni, & Koryati, 2017). The purpose of preparing printed books is to meet the needs of students, to become a supporting tool for teaching staff and in printed books they have been created with a flow and logic in accordance with the learning plan (Ratmelia, 2018).

This is also supported by interviews with 40 students who said the media was less varied and difficult to understand the material. Many students do not pay attention to the teacher and talk to their classmates in class. There is a need for learning media that can help interaction between educators and students so that students do not feel bored and are enthusiastic about participating in learning. Based on this problem, there is a need for interesting media in learning so that the learning process can take place effectively and efficiently in order to increase learning motivation. In the era of society 5.0, there are many media that have been developed to make the learning process interesting, such as power points, the Ministry of Education and Culture's Learning House, Kahoot, Quizizz.

One of the media that has been developed in the technological era is Quizizz. Quizizz is a media that must be accessed via an internet network based on a website platform combined with quizzes, teaching materials and games in learning media (Solikah, 2020). Enlivening the class atmosphere is one of the teacher's responsibilities, using Quizizz can be a solution to make the class atmosphere more lively without having to lose the essence of the material that will be delivered by the teaching staff (Sattar, Amin, & Nawir, 2021). There are many features in Quizizz, such as being able to include audio, video, spins and quizzes in the middle of learning so that teachers can make the media as interesting as possible. One feature that is no less great is that teachers can give homework (Salsabila et al, 2020). Quizizz has many functions, one of which is as a learning media and can even increase students' concentration. The use of Quizizz has not been widely used, it is only used as a quiz, even though Quizizz can also be used as learning evaluation material (Mulyanti & Evendi, 2020).

There are many effects of using Quizizz on students, one of which is motivation to learn. Good motivation will create feelings of enthusiasm and joy in learning. A person will have full concentration and high perseverance and will not be bored if they have high learning motivation (Damanik, 2019). Motivation to learn can arise due to intrinsic factors, in the form of desire and desire to succeed and encouragement of the need to learn, hope for ideals. Meanwhile, extrinsic factors include awards, a conducive learning environment, and interesting learning activities (Hariyadi & Darmuki, 2019). The indicators of learning motivation are a) persistence in learning, b) preferring to work independently, c) interest and sharp attention in learning, d) achievement in learning, e) tenacity in facing difficulties (Riduwan, 2013). For students, learning motivation can foster enthusiasm for learning so that students are encouraged to carry out learning actions. students carry out learning activities happily because they are driven by motivation (Arianti, 2018).

2. Research Method and Materials

This research used a Quasi Experiment type of research with a quantitative approach which was designed to not be able to fully control external variables that influence the course of the experiment. This method was used because there were two classes (Sugiyono, 2018). One experimental class and one control class, quantitative method with a data search



process through primary data search by conducting field research which is used to analyze the level of motivation and learning outcomes of Class VIII students at SMPN 27 Makassar. This research was carried out in the Even Semester of the 2022/2023 Academic Year.

A study can obtain accurate results if the data collection process is carried out correctly. The data collection technique used in this research is giving a questionnaire before learning begins, pretest and giving a questionnaire after learning, posttest, learning motivation in the form of a questionnaire with 34 statements that have been made based on an instrument grid that has been prepared according to Azwar's categories (Azwar, 2012).

Data obtained from research results were analyzed using statistical data analysis techniques. There are two types of techniques used in this research, namely descriptive analysis and inferential analysis. The data collected was analyzed using descriptive analysis techniques, which function to describe or provide an overview of what is being studied. In this research, namely the motivation to learn science in SMPN 27 Makassar lessons. In inferential statistics there are tests for normality, homogeneity and the Independent Sample t test.

3. Results and Discussion

The results of statistical analysis of learning motivation for class VIII students at SMP Negeri 27 Makassar before and after being taught using Quizizz media and printed books were obtained from the Posttest and Pretest scores given to students. Quizizz and printed books are learning media used in the learning process. This will provide learning motivation to students in carrying out learning. Students are motivated to improve the learning they have been doing. The following data on the results of the Posttest work are as follows:

Table 1. Posttest Learning Motivation

Category	Percentage (%)	
	VIII.6	VIII.8
Very Low	9	22
Low	26	13
Medium	39	39
High	17	26
Very High	9	0

The results of the posttest on learning motivation in the control class obtained a very low score of 9%, 26% low, 39% medium, 17% high and 9% very high. So, the posttest level in the control class was at a medium level with a percentage of 39%. Meanwhile, in the experimental class that received the treatment, scores were 22% very low, 13% low, 39% medium, 26% high and 0% very high. So, the posttest level in the experimental class is at a medium level with a percentage of 39%.

Table 2. Normality test

Learning Motivation	Sig.
Class VIII.6	0.612
Class VIII.8	0.441

The learning motivation for the control class has a sig value of 0.612, so this data is said to be normal because the significant value is $0.612 > 0.05$, so the residual value is normally distributed. Meanwhile, in the experimental class, the sig value is 0.441, so this data is said to be normal because it is significant $0.441 > 0.05$, so the residual value is normally distributed.

Learning motivation data from the control class and experimental class are homogeneous. This is because at a significant value of $0.726 > 0.05$ the data is said to be homogeneous.



Table 3. Homogeneity Test

Learning Motivation	Sig.
Class VIII.6 and VIII.8	0.726

Table 4. Independent Sample T Test

	Levene's Test for Equality of Variances		
	t	df	Sig.(2-tailed)
Learning Motivation	0.719	44	0.476

The results of the independent t test, obtained a T value of 0.719. The test criteria are if $t_{count} > t_{table}$ at the significant level $\alpha = 0.05$ and $df = n-1$ then H_0 is rejected and H_1 is accepted. On the other hand, if $t_{count} < t_{table}$ at the significance level $\alpha = 0.05$ and $df = n-1$ then H_0 is accepted and H_1 is rejected. The t_{table} value is determined by looking at the significance level (α) and degrees of freedom (df). The significant value $\alpha = 0.05$ and the degrees of freedom (dk) are 44, so we get $t_{table} = 1.68023$. so that $t_{count} = 0.719 < t_{table} = 1.68023$. This means that H_0 is accepted and H_1 is rejected. This means that there is no difference in students' learning motivation using Quizizz media and printed books for class VIII SMPN 27 Makassar.

The research carried out aimed to find out whether there was a difference in learning motivation between class VIII students at SMPN 27 Makassar taught using Quizizz learning media and those taught using printed book media. To find out the differences, two classes were taken as sample groups, namely the experimental class and the control class, then they were given treatment in the experimental class and then given a pretest and posttest from the two groups. The number of samples in this research was 23 students in the experimental class and 23 students in the control class.

Discussion of the results of this research regarding students' learning motivation in science learning before and after the use of Quizizz media and printed books carried out on class VIII students at SMPN 27 Makassar. Researchers conducted a pretest and gave treatment in the form of how to use Quizizz media. After using Quizizz media and printed books, the researcher conducted a posttest which aimed to see the results of the treatment that had been given and see changes in the results of using the media.

The researcher applied Quizizz media in class VIII.8 and printed book media in class VIII.6 which was held in five meetings. At the first meeting a pretest was carried out, the second, third and fourth meetings treated the use of Quizizz media and printed books. The fifth meeting of researchers conducted a posttest to see the final results of this research. The final results will determine how big or not the difference is between the use of Quizizz media and printed books to increase students' learning motivation. In the learning process after using media, it is hoped that students' learning motivation will increase and students can be more active and creative.

During the research, it cannot be denied that in carrying out the research there were several obstacles experienced which affected students' learning motivation. One of the obstacles in the research process this time was the difficulty of organizing students and the small number of students who attended the lesson. Students are less active in the learning process, only 1-2 people are active in the group. The lack of students who have a quota to use Quizizz and the small number of students who bring printed books to school even though they have been reminded. Each group representative accesses Quizizz so its use is less than optimal.

The findings that researchers found during the science learning process caused there to be no difference in motivation in Quizizz media and printed books, namely, lack of interest in the subject matter, lack of social support, no appreciation or recognition and a feeling of hopelessness or frustration.

Not everyone is happy with the same subjects because everyone's interest in learning is different. Some people like certain fields or students like learning from their classmates. Over time, if students can improve their abilities, their interest in the lesson will also increase. Lack of interest in subject matter can be one of the main causes of decreased learning motivation (Firdaus, 2019). When students do not feel interested or connected to what is being studied, motivation to learn can decrease significantly.

Students do not see the connection or relevance of the subject matter to their daily lives or other interests. Students feel that what they learn has no direct influence or benefits for them. Lack of social support can have a negative impact on a person's learning motivation. Social support plays an important role in providing encouragement, recognition and understanding which can influence a person's enthusiasm and interest in learning. The absence of positive feedback about a learner's progress or achievements can provide additional encouragement and motivation. If students do not receive feedback that takes into account their efforts and achievements, they will feel unappreciated and lose motivation to continue learning.

Students' lack of understanding in learning makes them lazy to do assignments and their grades decrease, making students feel hopeless and sad (Yunita & Urbayatun, 2022). Feelings of hopelessness or frustration can be a significant factor in reducing motivation to learn. When students face persistent difficulties or find it difficult to achieve desired results, their motivation can decrease. Such as not being able to understand the subject matter and low-test scores.

4. Conclusion

Based on the research results and discussion, it can be concluded that motivation in the control class is higher than in the experimental class. This means that H_0 is accepted and H_1 is rejected. There is no difference in students' learning motivation using Quizizz and printed books for class VIII SMPN 27 Makassar.

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