

The Effect of Using Quizizz on Students' Learning Motivation in MAN 2 Samarinda

Muhammad Rezza Nur Rahman¹, Ahmad Riyadi^{2*}, Darwis³, Imroh Atul Musfiroh⁴

^{1,2,3,4} Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda

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ABSTRAK

Survei yang dilakukan peneliti menyatakan 63,1% dari 130 orang siswa kelas XI Reguler di MAN 2 Samarinda merasa pembelajaran Al-Qur'an Hadis membosankan. Oleh karenanya, penelitian ini dilakukan untuk mengetahui besarnya pengaruh menggunakan Quizizz terhadap motivasi belajar siswa pada mata pelajaran Al-Qur'an Hadis di MAN 2 Samarinda. Penelitian ini menggunakan jenis penelitian kuantitatif dengan pendekatan *pre-experimental* dan desain *one group pretest-posttest*. Sampel dipilih dengan teknik *simple purposive sampling* dengan beberapa kriteria, sehingga diperoleh 32 siswa pada kelas XI IPS 1 sebagai sampel. Untuk mengumpulkan data, peneliti menggunakan angket tentang motivasi belajar siswa dalam mata pelajaran Al-Qur'an Hadis. Analisis data yang digunakan dalam penelitian ini adalah statistik non-parametrik dengan uji Wilcoxon, dibantu dengan Program SPSS

versi 20. Hasil penelitian menunjukkan tingkat *Asymptotic Significance* adalah $0,00 < 0,05$, yang berarti adanya pengaruh penggunaan Quizizz terhadap motivasi belajar siswa. Analisis deskriptif menunjukkan peningkatan rata-rata 21% yang dihasilkan dari perbedaan rata-rata data *pretest* dan *posttest*.

ABSTRACT

Surveys conducted by researchers stated that 63.1% of the 130 students of class XI Regular in MAN 2 Samarinda felt that learning Al-Qur'an Hadith was boring. This research was conducted to determine the magnitude of effect using Quizizz on students' learning motivation in the subject Al-Qur'an Hadith in MAN 2 Samarinda. This research uses quantitative type with pre-experimental approach and one group pretest-posttest design. Sample was selected by simple purposive sampling techniques with some criteria and obtained 32 students at XI IPS 1 as a sample. To collected data, researchers used questionnaire on students' learning motivation in the subject Al-Qur'an Hadith. Data analysis using non-parametric statistic with Wilcoxon, supported with SPSS version 20 Program. The result showed *Asymptotic Significance level* was $0,00 < 0,05$, which means there was effect using Quizizz on students' learning motivation. Descriptive analysis showed average increase 21% generated from the difference average pretest and posttest data.

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A. Pendahuluan

Learning is one of the important aspects of life. Learning according to Mitchell is a process that includes tasks, practical experience, and measurement of change (Thrun & Pratt, 2012). In the process, of course, learning involves teacher and student interaction as one of the learning components (Darman, 2020). The interaction is of course communication between teachers and students related to learning in the same learning environment.

Interaction in learning is also mentioned juridically, "Pembelajaran adalah proses interaksi peserta didik dengan pendidik dan sumber belajar pada suatu lingkungan belajar" (UU No. 20 Tahun 2003). This interaction is critical in realizing learning success (Havik & Westergård, 2020). The learning process will depend on the interaction that exists from teachers and students. To facilitate the interaction process, of course, learning motivation is needed for students.

Learning motivation plays a very important role in completing learning interest, because there is interest without motivation, learning will not be carried out (Wasyik & Muhid, 2020). Learning motivation for students will encourage students to strive to learn (Siahaan et al., 2020). The indicators of learning motivation in students are the desire to succeed in learning, feeling the need to learn, there is a purpose, there is appreciation, interesting learning, and a supportive environment (Karyono, 2022). Learning motivation could be a stimulus, determine learning goals, and make students active in learning (Erna, 2022). This learning motivation is also needed in studying the Al-Qur'an Hadith.

Al-Qur'an Hadith as one of the subjects in Madrasah Aliyah Negeri (MAN) 2 Samarinda, has problems in its implementation. The scope of the Al-Qur'an Hadith for the level of Madrasah Aliyah is very complex (Permenag No. 912 Tahun 2013), make students' learning motivation decrease. This is evidenced by a survey conducted by researchers on 130 regular grade XI students at MAN 2 Samarinda, as many as 63% of students felt that learning the Al-Qur'an Hadith is boring. The survey results are presented in the following diagram.

SURVEY STATEMENT:
I FELT THAT LEARNING THE SUBJECT OF AL-QUR'AN HADITH WAS BORING.

■ Yes, it was boring ■ No, it was fun

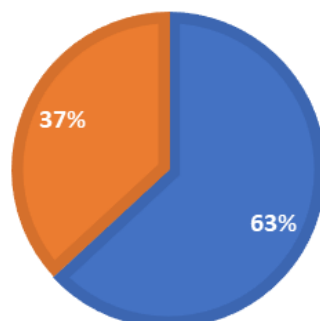


Figure 1. The Survey of Students' Learning Motivation in the Subject Al-Qur'an Hadith in MAN 2 Samarinda

The importance of learning motivation certainly gives an obligation to teachers to improve it for students (S. Ahmad & Hodsay, 2020). Teachers could increase student motivation in various ways, one of which is by utilizing learning media (Pakpahan et al., 2020). Learning media aims to stimulate students' thoughts, emotions, and desires to learn so that learning objectives could be achieved (Hamid et al., 2020). The use of learning

media essentially also means of implementing the curriculum in learning (Riyadi & Khojir, 2022). The use of learning media is certainly intended to facilitate the understanding of material by teachers (Kounlaxay et al., 2021).

The rapid development of the times is certainly directly proportional to the development of learning media that work with digital data to process, access, and disseminate it (Batubara, 2021). One form of utilizing digital learning media is to create game-based quizzes such as Quizizz (Anak & Hua, 2021). Quizizz was developed by Deepak and Ankit in 2015 in India with the aim of increasing students' motivation in mathematics (*About Us - Quizizz*).

Quizizz is a digital media (Ulhusna et al., 2021) in the form of an application (Purba et al., 2022), that could be accessed via website (Rosiyanti et al., 2020) based on an online quiz game that feels fun and interactive (Zhao, 2019) which could be accessed by several students simultaneously with their respective gadgets (Mei et al., 2018). Quizizz serves as a flexible formative assessment tool that integrates with spreadsheets, making it easier for teachers (Oktaberliana et al., 2022). The advantage of Quizizz is that it analyzes the difficulty of the questions and minimizes the possibility of cheating (Salsabila et al., 2020). The drawback is that the speed of answering questions affects the score and requires a stable internet network (Mujahidin et al., 2021).

Some previous research related to the effect of using Quizizz on student learning motivation is research (Anugrawati & Hermansyah, 2020) which states Quizizz is very good at developing student motivation. Then, research (Yulianto et al., 2020) which states that Quizizz media has a significant effect on student learning motivation. Then, research (Shakir Azfar Abdul Halim et al., 2020) states that Quizizz could develop motivation to learn English. Then, research (Astuti & Fatimah, 2022) which states that there is an effect of using Quizizz on student learning motivation as evidenced by experiments. Based on this, researchers are interested in examining the effect of using Quizizz on students' learning motivation in the subject of Al-Qur'an Hadith in MAN 2 Samarinda.

B. Tinjauan Pustaka

1. Concepts of Quizizz

Quizizz is a website founded by Deepak and Ankit in 2015 in India, which aims to motivate students to learn, especially mathematics (*About Us - Quizizz*, n.d.). Quizizz is explained as an application with online games as its base, which is made with the completeness of various features in it in order to support the learning process for both educators and students (Purba et al., 2022). This statement is supported by another definition that Quizizz as a form of application in the field of education with games as its base that makes doing questions in class feel fun and interactive (Zhao, 2019). As far as the definition goes, Quizizz is seen as a game-based quiz app with the goal of motivating student learning.

Quizizz as one of the many digital games in the form of classroom activities that are fun for many users, and allows all students to use simultaneously with their respective gadgets (Mei et al., 2018). Based on these definitions, Quizizz is a learning medium in the form of quizzes that are accessed online and based on competitions. Quizizz as a learning medium has several characteristics, such as the appearance of the game, the existence of competitions, there is a ranking system, guidelines and monitoring by educators, and announcement of work results (H. Ahmad et al., 2021). The characteristics of Quizizz as an assessment application include free, fun, can accommodate many players at once, compatible on many devices, flexible, integrated with excel spreadsheets, and can be arranged according to purpose (Oktaberliana et al., 2022).

As a learning medium, the use of Quizizz in learning certainly has advantages and disadvantages. The advantages of Quizizz such as the ease of making questions and assessments, students can correct answers, question reviews, and the opportunity to cheat a little (Salsabila et al., 2020). Among the drawbacks of using Quizizz are that the speed of answering questions can affect grades, the need for a stable internet connection, and the material is only focused on the questions (Mujahidin et al., 2021).

For students, joining a quiz in Quizizz created by a teacher has several procedures (Asrifan et al., 2020). Among these procedures are:

- a. Go to the quiz page at <https://quizizz.com/join>.
- b. Enter the quiz code from your teacher, then click “**Join**.”
- c. Enter a name, then click “**Start**,” then wait for the teacher to give instructions on doing the quiz.
- d. Do the quiz well and pay attention to the time.

2. Students’ Learning Motivation

Motivation is anything that makes a person to do something (Lestari, 2020). In other words, motivation is the drive to do something. Motivation in psychology can come from within the self that called intrinsic or from stimuli that called extrinsic (Parnawi, 2019). As for learning, namely the fulfillment of material understanding, the existence of learning skills, the possession of learning facilities, self-state, and learning environment in order to master something new (Sariani et al., 2021). Another definition related to learning is the activity of changing a person's inability to do something to be able, either intentionally or not (Makki & Aflahah, 2019). Learning is simply defined as an attempt to change one's abilities, attitudes, or knowledge, either intentionally or unintentionally, in a learning environment.

Learning motivation is any way of making certain situations so that there is a desire to learn for someone (Rahmat, 2018). In simple terms, learning motivation is defined as an effort to foster the desire to learn. The benefits of learning motivation towards learning are to provide enthusiasm for learning, more focused learning, and help students learn with the right method (Ngabidin, 2021). How to foster learning motivation is by giving appreciation, making learning competitions, assigning assignments, forming study groups, and creating a pleasant learning atmosphere (Ngabidin, 2021). The indicators of learning motivation in students are the desire to succeed in learning, feeling the need to learn, there is a purpose, there is appreciation, interesting learning, and a supportive environment (Karyono, 2022).

3. Al-Qur’an Hadith

Al-Qur’an Hadith is one of the subjects of the Islamic Religious Education family taught within the scope of madrasas, including Madrasah Aliyah. There are eight points of scope of the Qur’an Hadith taught in madrasah (Peraturan Menteri Agama No. 912 Tahun 2013), that are, “1) Definisi Al-Qur’an; 2) Definisi Hadis, Sunnah, Khabar, Atsar, dan Hadis Qudsi; 3) Bukti kemurnian sejarah, keunikan, dan kemukjizatan Al-Qur’an; 4) Pemahaman isi, pokok ajaran, serta kandungan ayat-ayat Al-Qur’an; 5) Fungsi Al-Qur’an dalam kehidupan; 6) Fungsi Hadis terhadap Al-Qur’an; 7) Orientasi kitab terkait pencarian ayat dan surah Al-Qur’an, dan; 8) Klasifikasi Hadis, baik dari segi kuantitas maupun kualitasnya.”

For the Madrasah Aliyah level, the scope is specified into 15 themes (Keputusan Menteri Agama No. 183, 2019), that are, “1) Manusia dan tugasnya

sebagai khalifah di Bumi; 2) Demokrasi dan musyawarah mufakat; 3) Keikhlasan dalam beribadah; 4) Nikmat Allah dan cara mensyukurinya; 5) Perintah menjaga kelestarian lingkungan hidup; 6) Pola hidup sederhana dan perintah menyantuni duafa; 7) Berkompetisi dalam kebaikan; 8) Amar ma'ruf nahi munkar; 9) Ujian dan cobaan manusia; 10) Tanggung jawab manusia terhadap keluarga dan masyarakat; 11) Berlaku adil dan jujur; 12) Toleransi dan etika pergaulan; 13) Etos kerja; 14) Makanan yang halal dan baik; 15) Ilmu pengetahuan dan teknologi." This research focuses learning on the theme "Etos Kerja." The scope of this material is the analysis of surah Al-Jumu'ah verses 9-11, surah Al-Qashash verse 77, and Hadith about independence and the virtue of work (Bukhori, 2020).

B. Metode Penelitian

1. Research Design

This research is quantitative with an experimental approach (Djaali, 2020). The model used in this study was *Pre-Experimental One Group Pretest-Posttest Design*. In a sense, this design only examines changes in the experimental class without comparing them with the control class (Bernard, 2000). This design is used because the sample is selected based on several criteria. The research design is depicted in the following scheme.



Figure 2. Research Design Schemes

2. Population & Sample

The population in this study was all MAN 2 Samarinda students totaling 920 people. Sampling is carried out using the Simple Purposive Sampling technique because several criteria are set, that are:

- a. Students' learning motivation is low.
- b. Learning the Qur'an Hadith to the material "Etos Kerja Pribadi Muslim."
- c. Has a platform to operate Quizizz and uninterrupted learning process and other activities.

Based on these criteria, class XI IPS 1 was used as a class that met the criteria with 32 students.

3. Instruments

The instrument used to measure changes in the pretest and posttest is a questionnaire with a total of 20 points. The questionnaire grids are described in the following table.

Table 1. Students' Learning Motivation Questionnaire Instrument

Variable	Indicators	Item's Number		Items Total
		Positive Statements	Negative Statements	
Students' Learning Motivation	The desire to succeed in lessons	1, 3	2	3
	Feel the need to learn	4,5	6	3
	There are goals to be achieved in the lesson	7,9,10	8	4
	There is an appreciation of learning	12,13	11	3
	Engaging learning	14,15,16	17	4
	The environment supports learning	18,19	20	3
Total Questionnaire Items				20

After being tested for validity, there were two invalid questionnaire items, namely the 2nd and 11th items. The item was not used and the questionnaire only used the remaining 18 items. The remaining questionnaire items are tested for reliability and all are reliable. The measurement scale uses the Likert scale with the statement score details as follows.

Table 2. Likert Scale Response Measurement

Response Items	Positive Statement Score	Negative Statement Score
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

4. Data Analysis Techniques

The data obtained through the distribution of questionnaires are divided into pretest data and posttest data. The distribution of both data is tested for normality by the Shapiro-Wilk rule, where the distribution of data is said to be normal if the significance of the resulting level is $p > 0.05$. The results of such tests are presented in the following table.

Table 3. Normality Test

Type of Data	ρ	Explanation
Pretest	0,913	Normal
Posttest	0,027	Abnormal

The distribution of pretest and posttest data in the table is shown in the following chart.

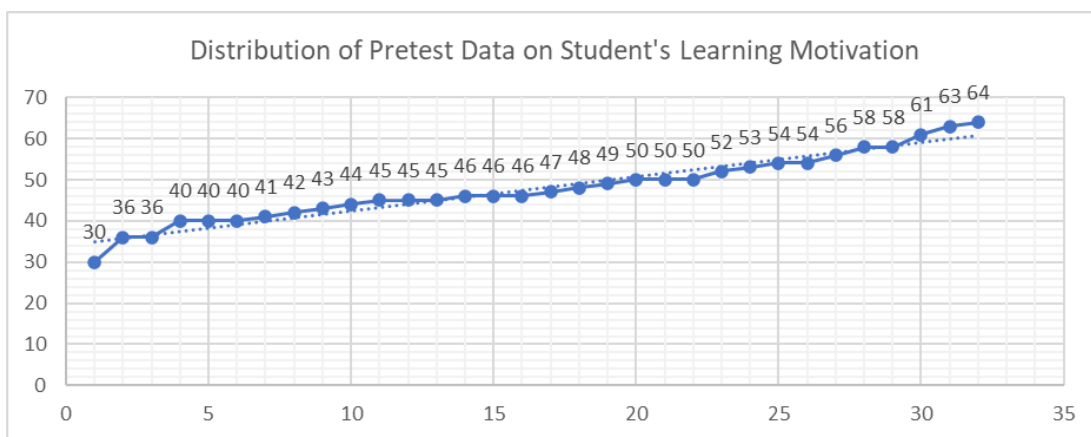


Figure 3. The Chart of Pretest Distribution Data on Students' Learning Motivation

On the chart, the distribution of data starts at a score of 30 and is evenly divided in the range of 36-60 (mid) then ends in the range of 61-64 so that the chart movement looks normal marked by conditions that continue to peak. This is what makes the distribution of pretest data calculated as usual.

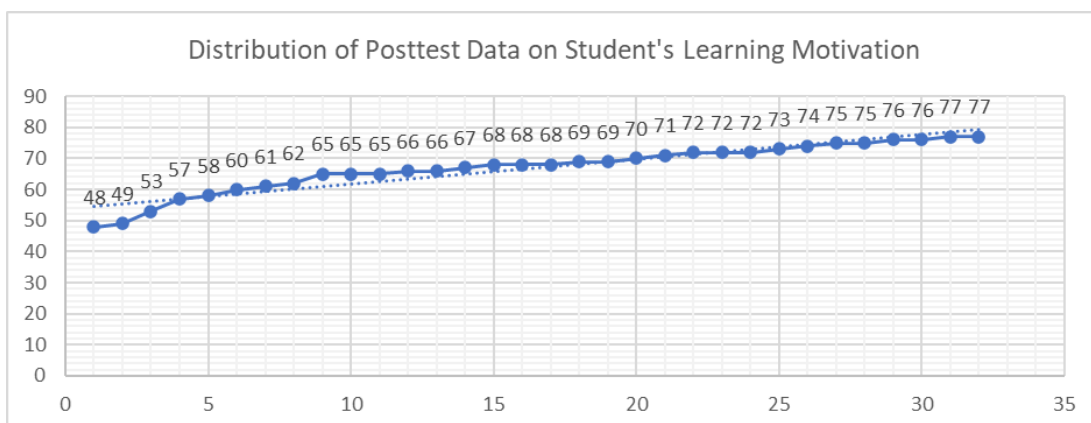


Figure 4. The Chart of Posttest Distribution Data on Students' Learning Motivation

On the data distribution chart, it could be seen that the data distribution starts in the score range of 48-60 then rises in the range of 61-75 (mid) and the data moves straight dominating in the score range of 61-75, then the data rises slightly in the range of 76-77 and the position of the graph tends to be straight. This is what causes the distribution of data to be calculated abnormally.

Because one of the data distributions is abnormal, the test is continued with non-parametric data analysis with Wilcoxon's rule as a hypothesis test with criteria if Asymptotic Significance (2-tailed) Level < 0.05, then H_a is accepted and H_0 is rejected, which means that there is an effect of using Quizizz on students' learning motivation in the subject of Al-Qur'an Hadith in MAN 2 Samarinda.

C. Hasil Penelitian

The data were analyzed with non-parametric techniques with Wilcoxon's rule. Measurements with Wilcoxon's rule is carried out because one of the data distributions is abnormal, so this test is carried out as another form of T Paired parametric test. The results of this measurement could be seen in the following table.

Table 4. Wilcoxon's Non-Parametric Hypothesis Test

Asymptotic Significance (2-Tailed)	Significance Level
0,000	0,05

Adjust the stated hypothesis test criteria, $0.000 < 0.05$., so that H_0 is rejected and H_a is accepted. That means, the hypothesis made by the researcher is accepted, that was "The effect of the use of Quizizz on student learning motivation in the subject of Al-Qur'an Hadith in MAN 2 Samarinda." After testing the hypothesis, the next step is to find out the magnitude of the effect caused. To determine the amount of effect caused, it is presented in the following Wilcoxon Signed Ranks Test table.

Table 5. Wilcoxon Signed Ranks Test

Type of Ranks	Ranks
Negative	0
Positive	32
Ties	0
Total	32
Mean	16,50
Sum	528,00

Referring to the table above, it is known that the pretest and posttest data only experienced positive differences without any similarity between the two data with an average increase of 16,50 and an increase in results of 528,00. In generally, the data obtained from the pretest and posttest results are described in the following table.

Table 6. Pretest and Posttest Description Data

Description	Pretest Data	Posttest Data
Number of Students	32	32
Number of Values	1.532	2.144
Average	47,88	67
Maximum Score	64	77

Description	Pretest Data	Posttest Data
Minimum Score	30	48
Standard Deviation	8,051	7,771
Varian	64,823	60,387

After obtaining the description data, the researcher then created a category from the learning motivation data obtained. Before creating categories, researchers first create the following intervals.

Maximum Score	:	$18 \times 5 = 90$
Minimum Score	:	$18 \times 1 = 18$
Maximum Percentage	:	$\frac{90}{90} \times 100\% = 100\%$
Minimum Percentage	:	$\frac{18}{90} \times 100\% = 20\%$
Range	:	$100\% - 20\% = 80\%$
Interval	:	$\frac{80\%}{5} = 16\%$

Categories are created with five intervals adjusting the categories of answer choices contained in the questionnaire. These categories are shown in the following table.

Table 7. The Category of Students' Learning Motivation

Categories	Explanation
84%-100%	Very High
68%-83%	High
52%-67%	Medium
36%-51%	Low
20%-35%	Very Low

After getting these categories, then the pretest and posttest data are categorized according to these categories. Categorization is carried out to determine the distribution of data on pretest and posttest data. The categorization carried out is shown in the following table.

Table 8. The Categorization of Pretest and Posttest Data

Categories	Pretest Data		Posttest Data	
	Frequency	Percentage	Frequency	Percentage
Very High	0	0	4	12%
High	3	9%	22	69%
Medium	13	41%	6	19%
Low	15	47%	0	0
Very Low	1	3%	0	0
Total	32	100%	32	100%
Average	47,88	53%	67	74%
Category	Medium		High	

Referring to the table, the level of students' learning motivation in the pretest data is dominated by the low category as many as 15 people (47%), then followed by the medium category as many as 13 people (41%), then there is the high category as many as 3 people (9%) and finally in the very low category as many as 1 person (3%). The minimum score obtained by students on this pretest is 30, the maximum score is 64, and the average is 47.88. The level of students' learning motivation in the posttest data was dominated by the high category of 22 people (69%), then followed by the medium category of 6 people (19%), and finally in the very high category of 4 people (12%). The minimum score on this posttest is 48, the maximum score is 86, and the average is 67. To measure the magnitude of the effect, we look at the average difference resulting from posttest (67) and pretest (47,88) data, which is 19,12 or equivalent to 21%. The distribution of the both data could be seen in the following chart.

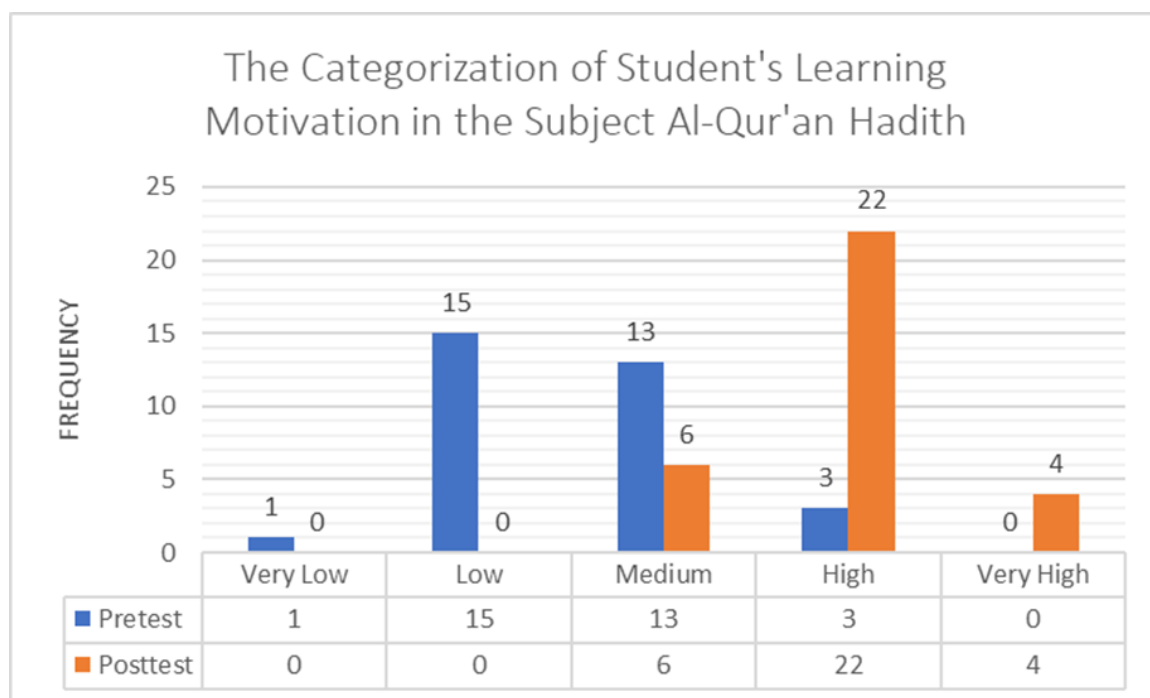


Figure 5. The Chart of Categorization of Students' Learning Motivation in the Subject Al-Qur'an Hadith

D. Pembahasan

Before conducting a learning meeting, researchers first make a learning implementation plan, create material with PowerPoint, and ask questions from Al-Qur'an Hadith Teacher related to the material "Etos Kerja Pribadi Muslim" which is used to be included in the Quizizz later. Not to forget, the researcher asked for help from Al-Qur'an Hadith teacher to make observations to researchers during learning meetings.

In this research, Quizizz was used as a form of review material as well as ice breaking material and student evaluation, so that its use after students were given learning material then understanding related to the material was tested in the form of quizzes using Quizizz. The experiment was conducted by researchers in five meetings, where two meetings were the administration of pretest and posttest questionnaires.

At the first meeting, researchers gave a pretest questionnaire to grade XI IPS 1 students with a total of 32 students. The researchers also provided guidance on using Quizizz that will be used during three upcoming learning meetings with researchers. Researchers asked students to prepare devices or gadgets that allow them to use Quizizz and prepare internet quotas for smooth learning.

At the second meeting, researchers began to conduct learning according to learning implementation plan accompanied by Al-Qur'an Hadith Teacher as observers. The material presented was the analysis of Q.S. Al-Jumu'ah verses 9-11 and the behavior of work ethic according to the verse. Based on observations from the Qur'an Hadith Teacher, learning is in accordance with learning implementation plan and observation sheets, it is just that at the stage of using the Quizizz, some students are constrained by a bad internet network, but in the end, it is still done.

At the third meeting, researchers began to conduct learning according to learning plan implementation accompanied by Al-Qur'an Hadith Teacher as an observer. The material presented was the analysis of Q.S. Al-Qashash verse 77 and Hadith related to independence and he took refuge from weakness. Based on observations from the Al-Qur'an Hadith Teacher, learning is in accordance with learning plan implementation and observation sheets, it is just that in delivering the material there are some things left behind, namely in the discussion of Hadith, and only remembered after the implementation of the Quizizz. Regarding the use of Quizizz, the obstacles that previously existed on the poor internet network were overcome by holding lessons in the Religion Laboratory, so that students could take Quizizz smoothly.

The fourth meeting, researchers conducted learning according to learning plan implementation accompanied by Al-Qur'an Hadith Teacher as observers. The material presented was a review of two previous meetings, namely the analysis of Q.S. Al-Jumu'ah verses 9-11, Q.S. Al-Qashash verse 77, Hadith on Self-Reliance and Hadith on prayer to take refuge from weakness and laziness and work ethic behavior according to the verse. Based on observations from the Al-Qur'an Hadith Teacher, learning is in accordance with learning plan implementation and observation sheets. The use of Quizizz is also very good and can be used smoothly.

At the fifth meeting, which was the last meeting, the researcher asked students about the effect of using Quizizz on their learning motivation in studying the Al-Qur'an Hadith or not. Students state that they enjoy learning with Quizizz and find learning with Quizizz interesting. Then, the researcher gave a posttest questionnaire with the same questionnaire items that the researcher gave at the first meeting.

E. Simpulan

The effect of using Quizizz on student learning motivation in the subject of Al-Qur'an Hadith in MAN 2 Samarinda is evidenced by the results of the hypothesis test of non-parametric analysis of Wilcoxon's rule with an Asymptotic Significance value of $0.000 < 0.05$. This indicates H_a is accepted and H_0 is rejected. In the descriptive analysis, the mean

difference from the posttest-pretest was 19.12 (67 – 47.88) or about 21%. The effect was only positive with an average increase of 16.50% and an increase in yield of 528.00%.

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