

The Influence of using the Quizizz Application on the Interest in Learning History Among XI IPS Students at SMAN 1 Alalak

M. Taufik Ridhani^{1*}, Herry Porda Nugroho Putro², Sriwati³

^{1,2,3}History Education, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Indonesia

*correspondence email: 2010111210017@mhs.ulm.ac.id

Received 20 May 2024; Received in revised form 5 September 2024; Accepted 7 September 2024

Abstrak

Pada abad ke-21, perkembangan teknologi yang begitu pesat telah menciptakan berbagai inovasi terbaru, terutama dalam media pembelajaran. Hal ini menuntut guru untuk bisa menggunakan berbagai macam media pembelajaran sebagai hasil dari perkembangan teknologi. Quizizz mampu menjadi solusi bagi guru untuk memanfaatkan teknologi yang ada, sehingga membuat proses pembelajaran menjadi lebih menarik. Metode penelitian yang digunakan dalam penelitian ini adalah metode kuantitatif jenis eksperimen. Teknik pengumpulan data yang digunakan adalah angket. Metode analisis data menggunakan *Independent t-test*. Dari hasil analisis data dengan menggunakan IBM SPSS versi 25, diperoleh bahwa terdapat perbedaan rata-rata post-test antara kelas eksperimen dan kelas kontrol dengan nilai signifikansi (2-tailed) sebesar 0,001. Maka, dapat disimpulkan bahwa H_1 diterima dan H_0 ditolak. Hal ini menunjukkan bahwa terdapat pengaruh penggunaan Quizizz sebagai media pembelajaran pada mata pelajaran Sejarah di SMAN 1 Alalak.

Kata kunci: media pembelajaran, quizizz, pembelajaran sejarah.

Abstract

In the 21st century, rapid technological development has led to various new innovations, especially in educational media. This requires teachers to be able to use various types of educational media as a result of technological advancements. Quizizz can be a solution for teachers to utilize existing technology, making the learning process more engaging. The research method used in this study is a quantitative experimental method. The data collection technique used is a questionnaire. The data analysis method uses the Independent t-test. From the data analysis results using IBM SPSS version 25, it was found that there is a difference in the average post-test scores between the experimental class and the control class with a significance value (2-tailed) of 0.001. Therefore, it can be concluded that H_1 is accepted and H_0 is rejected. This indicates that the use of Quizizz as a learning medium has an impact on students' interest in learning History at SMAN 1 Alalak.

Keywords: learning media, quizizz, history learning.

INTRODUCTION

Learning is an activity or effort by someone to teach an individual or group through various methods, techniques, and strategies to achieve predetermined goals. According to Majid (Abdullah & Azis, 2019, p. 54), learning can be an activity carried out by teachers in a programmed manner within an instructional design to

encourage students to actively learn, with an emphasis on providing learning resources. In principle, learning is not limited to activities conducted by the teacher but also includes all activities that directly influence the learning process, such as printed materials, images, radio programs, television, films, slides, and

combinations of these materials (Abdullah & Azis, 2019, p. 54).

History education is a discipline that is integral to the learning process and cannot be separated from it. According to Leo Agung S. dan Wahyuni (2019, p. 3) Learning can be described as a collaboration between teachers and students that utilizes all available resources and potentials. This includes students' internal potentials, such as interests, talents, basic abilities, and learning styles, as well as external resources like the environment, facilities, and learning materials. All these elements are used to achieve the established learning objectives.

History, as a subject, instills knowledge, attitudes, and values related to the processes of change and development in Indonesian and global societies from the past to the present (S. & Wahyuni, 2019, p. 55). History lessons equip students with the ability to think chronologically and understand past events, which can be beneficial in everyday life.

History education plays a crucial role in instilling historical values in students, helping them to better understand their national identity and preparing them to face future challenges (Sirnayatin, 2017).

In the context of education, history is a crucial discipline that every individual should study. History education plays a

significant role in the development of society and human civilization. Therefore, learning history is essential for students so they can draw lessons from historical events to use as examples in the future and to prevent the recurrence of negative events from the past (Oktivianto et al., 2018, p. 117). Therefore, in teaching history to students, it is important to implement effective and appropriate learning strategies.

According to Sayono (Susanti, 2019, p. 84) Teaching history in schools often faces the classic issue of students perceiving it as a subject that requires memorization and is frequently considered boring. Therefore, teachers need to design effective methods and learning media to dispel the negative stigma associated with history education.

According to Hasan et al. (2021, p. 29) Learning media includes all tools used to connect the teacher, who provides information, with students. The purpose is to stimulate motivation and help students engage fully and meaningfully in the learning process.

According to Nurrita (2018, p. 172) Learning media are educational resources that assist teachers in enriching students' knowledge. The variety of media available allows teachers to effectively convey information and enhance students' understanding.

According to Muhson (2010, p. 2) Learning media refers to "software" that

consists of educational messages or information presented using "hardware" tools to deliver these messages to students. According to Muhson, there is a distinction between media and equipment, although both are interconnected elements necessary for conveying messages or information to students.

Based on the experts' opinions, it can be concluded that learning media serve as intermediaries that teachers use to convey educational messages or information. Thus, learning media can assist teachers in making the learning process more engaging and enhancing student interest.

In the 21st century, rapid technological advancements have produced various learning media for teachers to use. Therefore, teachers need to utilize available media resulting from technological progress. At the very least, teachers should incorporate technology-related media into their teaching to keep students aligned with current trends. One such learning media is Quizizz.

Quizizz is an educational game-based platform offering interactive quizzes. It can be used in various educational activities, such as pre-tests, post-tests, practice exercises, assessing student understanding, remediation, and assigning homework (Citra & Rosy, 2020, p.264).

As an educational game, Quizizz can serve as a tool for teachers to develop and train students in problem-solving through the provided questions. The games on this platform are not only designed for entertainment but also incorporate educational elements, making the learning process more engaging (Ginting & Mahfudin, 2021, p. 313)

Quizizz learning media incorporates game elements that make the learning process more engaging and enjoyable for students. Teachers can create a competitive atmosphere among students, which captures their attention and boosts their interest in learning. Additionally, teachers can easily create various types of questions on Quizizz, including multiple-choice, short-answer, and questions with images or videos. This variety helps maintain students' interest and keeps their learning experience dynamic.

According to Firmansyah (2015, p. 39) Interest in learning refers to the desire or need that arises from an individual's participation and learning experiences. This interest is fostered through a supportive teaching environment, allowing students to fully grasp the learning outcomes. It is crucial for teachers to create conditions that encourage students to feel the need and desire to continue learning.

Interest in learning is a key factor in the educational process because

students' motivation to learn is based on their level of interest. When teachers are able to stimulate curiosity among students, it leads to increased motivation and commitment to learning. Teaching methods that successfully spark students' curiosity are far more effective than simply forcing them to complete tasks they perceive as irrelevant or boring. Thus, a teacher's approach and teaching methods play a critical role in preventing inappropriate behavior and fostering a positive learning experience (Febriyanti & Seruni, 2015, p. 247)

A lack of varied teaching methods and the absence of learning media can decrease students' interest in learning. Low interest often leads to reduced student engagement and activity in the learning process. As a result, students may participate less in class discussions, rarely ask questions, and put in minimal effort to understand the material. This can limit interaction between students and teachers and hinder the development of social and cognitive skills.

According to research by Hidayati dan Aslam (2021) The use of Quizizz as a learning media during online classes is highly effective for teachers to assess the cognitive development of students.

Lusiani (2020) states that using the Quizizz app provides educators with a clear view that cognitive test results for students can be easily and quickly obtained. Therefore, it is highly

recommended as an online learning media for evaluating student learning across various subjects and materials.

Based on observations conducted at SMAN 1 Alalak, several findings were noted. It was observed that some students preferred to socialize with their peers in class rather than focusing on learning during lessons. Additionally, students often lost concentration and did not pay close attention when the teacher was explaining the material. Furthermore, during group assignments, some students appeared disinterested and chose to play with nearby friends instead of participating in the task. Such conditions may be due to the low interest in learning among some students at SMAN 1 Alalak, resulting in decreased active participation in the learning process.

Quizizz can be used by teachers to enhance student interest in learning. It offers various types of assessments, such as multiple-choice questions, fill-in-the-blanks, matching, and other evaluation tools. Additionally, Quizizz includes games that students play while answering questions, making it a useful tool not only for assessment but also for presenting learning material. For example, teachers can display material on the first slide and pose questions on the second slide. This can boost student interest and make teaching activities more effective.

Based on the discussion above, the researcher will conduct a study to

determine the effect of using the Quizizz application on the interest in learning history among XI IPS students at SMAN 1 Alalak.

METHOD

The type of research to be used in this study is quantitative research. Quantitative methods involve the use of measurements, calculations, formulas, and numerical data at every stage, from the research proposal to the final conclusions (Musianto, 2002).

According to Irfan Syahroni (2022) There are several steps in quantitative research to ensure the validity of the results, including: identifying the problem, conducting preliminary research, formulating the problem and hypothesis, defining variables, methods, and research instruments, determining data sources, collecting and analyzing data, drawing conclusions, and writing the report.

This study will use an experimental research design. Experimental methods are a subset of quantitative research methods. According to Sugiyono (2019) The experimental method involves conducting trials to determine the effect of independent variables on dependent variables under controlled conditions. To ensure control, this study will divide participants into two groups: an experimental group, which will receive special treatment, and a control group, which will not receive special treatment.

The population for this study is XI IPS students at SMAN 1 Alalak. SMAN 1 Alalak was chosen due to observed issues with student attention during lessons and its well-equipped facilities, such as LCD projectors, which are essential for using Quizizz as a learning media.

The sampling technique used in this study is Purposive Sampling. In this technique, samples are selected based on specific criteria set by the researcher. The criteria for the samples are as follows:

- a) Equal number of students between classes.
- b) Similar average scores between classes.
- c) Nearly equal numbers of male and female students between classes.
- d) XI IPS students at SMAN 1 Alalak.

In this experimental quantitative research, the sample will consist of two groups: a control group and an experimental group. The control group will comprise 16 students from XI IPS 3, while the experimental group will consist of 16 students from XI IPS 4.

Data collection will be conducted using a questionnaire method. The questionnaire will use a Likert scale with 23 positive statements. The validity of the questionnaire items will be tested through a validity test conducted with 32 respondents from XI IPS 1 at SMAN 1 Alalak.

Data analysis will be performed using IBM SPSS version 25, including

Kolmogorov-Smirnov normality tests and Levene’s homogeneity tests. Hypothesis testing will be carried out using an Independent t-test with a significance level of 5%.

RESULTS AND DISCUSSION

Before conducting the research, the researcher performed validity and reliability tests on the research instrument

by distributing the questionnaire to 32 students from the 11th grade. The results indicated that 23 statements in the instrument were valid and suitable for use. This validated instrument was then given to both classes to measure students’ interest in learning mathematics. The description of the data from the interest measurement conducted in both classes is as follows:

Table 1. Descriptive Statistic

Class	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre Eksperiment	16	17	68	85	76.50	4.590	21.067
Post Eksperiment	16	20	78	98	87.06	4.892	23.929
Pre control	16	21	64	85	75.00	5.514	30.400
Post control	16	18	71	89	79.81	5.822	33.896

The results of the pre-test and post-test administered to both the experimental and control classes indicate that the use of Quizizz in the experimental class is more effective compared to the control class, which did not use Quizizz for history lessons.

To determine whether Quizizz has an impact on learning interest, data analysis

will be conducted using an Independent t-test. However, before conducting the hypothesis test, prerequisite tests for normality and homogeneity are required. These tests will be performed using IBM SPSS version 25 with a significance level of 0.05. The normality test will use the Kolmogorov-Smirnov test, as shown in Table 2.

Table 2. Test of Normality

Class		Kolmogrov-Smirnov		
		Statistic	df	Sig.
Learning Interest	Pre Eksperiment	0.168	16	0.200
	Post Eksperiment	0.154	16	0.200
	Pre Control	0.142	16	0.200
	Post Control	0.153	16	0.200

From the table above, it can be seen that the significance value (sig.) is greater than 0.05 for both classes, indicating that both classes are normally

distributed. The next step is to test the homogeneity of the data using the Levene’s test. The results of the homogeneity test are displayed in Table 3.

Table 3. Levene's Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Learning Interest	Based on Mean	1.989	1	30	0.169
	Based on Median	1.174	1	30	0.287
	Based on Median and with adjusted df	1.174	1	29.979	0.287
	Based on trimmed mean	1.979	1	30	0.170

Based on the results of the homogeneity test, the significance value (sig.) for both the experimental and control classes is 0.116, which is greater than 0.05. Therefore, it can be concluded that the variance of data between the experimental and control classes is homogeneous

After completing the prerequisite tests, the next step is to proceed with hypothesis testing. The hypothesis test will be conducted using an Independent t-test with IBM SPSS version 25. This test aims to determine whether the use of Quizizz media has an effect on students' interest in learning history. The results of the Independent t-test are as follows:

Table 4. Hypothesis Testing

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Interest	Equal variances assumed	1.989	0.169	3.814	30	0.001	7.250	1.901	3.367	11.133
	Equal variances not assumed			3.814	29.134	0.001	7.250	1.901	3.363	11.137

Based on the table above, the significance value (2-tailed) is 0.001, which is less than 0.05. Therefore, it can be concluded that there is a significant difference in the average learning interest

between the experimental and control classes.

For more details, the average post-test scores for the experimental and control classes can be seen in the statistical table below.

Table 5. Group Statistic

Class		N	Mean	Std. Deviation	Std. Error Mean
Learning Interest	Post Eksperiment	16	87.06	4.892	1.223
	Post Control	16	79.81	5.822	1.456

The results of the Independent t-test calculation show a difference in the average post-test scores. The experimental class has an average score of 87.09, while the control class has an average score of 79.81, with a significance value (2-tailed) of 0.001. Therefore, H1 is accepted and H0 is rejected. This indicates that the use of Quizizz as a learning media has a significant effect on students' interest in history at SMAN 1 Alalak.

Based on the research findings, it can be concluded that Quizizz as a learning media positively influences students' interest in learning, especially in history. This is supported by the research of Pangestu and Suharno (2023) which explains that the use of Quizizz as a learning media has an effect, as evidenced by the hypothesis test results where the significance value is 0.000, which is less than 0.05, thus H1 is accepted.

This study aligns with the research conducted by Pramugita et al. (2023) which found an increase in students' learning interest when using YouTube as a learning media and Quizizz in paper mode. In Cycle I, students tended to pay attention to the material but showed limited enthusiasm. Conversely, in Cycle II, when Quizizz was used as an evaluation tool, students became more active, enthusiastic, focused, and engaged with the learning media, and were actively involved in answering questions.

Quizizz is designed with game elements that make the learning process more engaging and enjoyable for students. Teachers can create a competitive atmosphere among students, which captures their attention and increases their interest in learning. Additionally, Quizizz allows teachers to easily create various types of questions, including multiple-choice, short answer, and even questions with images and videos. This

variety in question formats helps maintain students' interest and keeps their learning experience dynamic.

According to Listyoningrum et al., (2023) Interactive media like Quizizz can boost students' interest in learning by helping them understand the connections between subjects and everyday life through the images displayed. This makes it easier for students to visualize and grasp difficult abstract concepts.

The results of this study also indicate that integrating technology into teaching, such as using Quizizz, not only simplifies teaching for educators but also enhances the quality of the learning process itself. Therefore, Quizizz is highly recommended for use in the teaching process to improve students' interest in learning, particularly in the subject of History.

CONCLUSION

The results of this study show a positive impact of using Quizizz on increasing students' interest in learning at SMAN 1 Alalak. The Independent t-test results reveal a significant difference in the average post-test scores between the experimental class using Quizizz and the control class not using Quizizz. The experimental class had an average score of 87.09, while the control class had an average score of 79.81. This indicates that the average post-test score in the experimental class is higher than that in the control class. Additionally, the

significance value (2-tailed) of 0.001 supports the hypothesis that the use of Quizizz can enhance students' learning interest.

REFERENCES

- Abdullah, U. M. K., & Azis, A. (2019). Efektifitas Strategi Pembelajaran Analisis Nilai Terhadap Pengembangan Karakter Siswa pada Mata Pelajaran Sejarah Kebudayaan Islam. *Jurnal Penelitian Pendidikan Islam*, 7(1), 51. <https://doi.org/10.36667/jppi.v7i1.355>
- Citra, C. A., & Rosy, B. (2020). Keefektifan Penggunaan Media Pembelajaran Berbasis Game Edukasi Quizizz Terhadap Hasil Belajar Teknologi Perkantoran Siswa Kelas X SMK Ketintang Surabaya. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 8(2), 261-272. <https://doi.org/10.26740/jpap.v8n2.p261-272>
- Febriyanti, C., & Seruni, S. (2015). Peran Minat dan Interaksi Siswa dengan Guru Dalam Meningkatkan Hasil Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 4(3), 245-254. <https://doi.org/10.30998/formatif.v4i3.161>
- Firmansyah, D. (2015). Pengaruh Strategi Pembelajaran dan Minat Belajar Terhadap Hasil Belajar Matematika. *Jurnal Pendidikan Unisika*, 3(1), 34-44. <https://doi.org/10.24114/jtp.v6i2.4996>
- Ginting, J. M., & Mahfudin, R. K. (2021). Pelatihan Penggunaan Aplikasi Quizizz Dan Kahoot Serta Penyuluhan Vaksinasi Covid-19. *Journal Elektronik*, 3(1), 312-316. <https://journal.uib.ac.id/index.php/nacospro/article/view/5950>
- Hasan, M., Milawati, Darodjat, Khairani, H., Tahrim, T., Anwari, A. M.,

- Rahmat, A., Masdiana, & P., I. M. I. (2021). Media Pembelajaran. In *Tahta Media Group*. Tahta Media Group.
- Hidayati, I. D., & Aslam, A. (2021). Efektivitas Media Pembelajaran Aplikasi Quizizz Secara Daring Terhadap Perkembangan Kognitif Siswa. *Jurnal Pedagogi Dan Pembelajaran*, 4(2), 251. <https://doi.org/10.23887/jp2.v4i2.37038>
- Irfan Syahroni, M. (2022). Prosedur Penelitian Kuantitatif. *EJurnal Al Musthafa*, 2(3), 43-56. <https://doi.org/10.62552/ejam.v2i3.50>
- Listyoningrum, Y., Fitrotun Nisa, A., Cahyani, B. H., Havifah, B., Khosiyono, C., Dasar, M. P., Pendidikan, P., Sarjanawiyata, U., & Yogyakarta, T. (2023). Efektivitas Penggunaan Media Pembelajaran Quizizz Dalam Meningkatkan Minat Belajar Siswa Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(3), 4597-4612.
- Lusiani, L. (2020). Penggunaan Aplikasi Online Quizizz dalam Menganalisis Hasil Tes Kognitif Siswa pada Materi Energi. *Science, and Physics Education Journal (SPEJ)*, 4(1), 15-23. <https://doi.org/10.31539/spej.v4i1.1637>
- Muhson, A. (2010). Pengembangan Media Pembelajaran Berbasis Teknologi Informasi. *Jurnal Pendidikan Akuntansi Indonesia*, 8(2). <https://doi.org/10.21831/jpai.v8i2.949>
- Musianto, L. S. (2002). Perbedaan Pendekatan Kuantitatif Dengan Pendekatan Kualitatif Dalam Metode Penelitian. *Jurnal Manajemen Dan Wirausaha*, 4(2), 123-136. <https://doi.org/10.9744/jmk.4.2.pp.123-136>
- Nurrita, T. (2018). Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa. *MISYKAT: Jurnal Ilmu-Ilmu Al-Quran, Hadist, Syari'ah Dan Tarbiyah*, 3(1), 171. <https://doi.org/10.33511/misykat.v3n1.171>
- Oktivianto, O. I., Hudaidah, H., & Alian, A. (2018). Pengaruh Implementasi Model Pembelajaran Role Playing dengan Media Film terhadap Motivasi Belajar Peserta Didik dalam Pelajaran Sejarah Materi Perang Palembang Kelas X di SMA Srijaya Negara Palembang. *Jurnal Pendidikan (Teori Dan Praktik)*, 3(2), 113. <https://doi.org/10.26740/jp.v3n2.p113-118>
- Pangestu, A. N. B., & Suharno. (2023). Pengaruh Media Sebagai Media Pembelajaran Terhadap Minat Belajar PPKn di SMP N 2 Karangmojo. *Agora*, 12(02), 144-153. <https://journal.student.uny.ac.id/index.php/civics/article/view/20145>
- Pramugita, C., Listyaningrum, B. D., Kusuma, R. O., Wahyuni, I., Guru, P., Dasar, S., Semarang, U. N., Lemahireng, S., & Semarang, K. (2023). Penggunaan Media Interaktif Youtube dan Quizizz Paper Mode Terhadap Minat Belajar Siswa Kelas IV SDN Lemahireng 05 Dalam Pembelajaran Pendidikan Pancasila. *Penggunaan Media Interaktif (Chintya Pramugita, Dkk.) Madani: Jurnal Ilmiah Multidisiplin*, 1(11), 245-254. <https://doi.org/10.5281/zenodo.10252180>
- S., L. A., & Wahyuni, S. (2019). *Perencanaan Pembelajaran Sejarah*. Penerbit Ombak.
- Sirnayatin, T. A. (2017). Membangun Karakter Bangsa Melalui Pembelajaran Sejarah. *SAP (Susunan Artikel Pendidikan)*, 1(3), 312-321. <https://doi.org/10.30998/sap.v1i3.1171>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.
- Susanti, E. D. (2019). Project Based

Learning: Pemanfaatan Vlog Dalam Pembelajaran Sejarah Untuk Generasi Pro Gadget. *Sejarah Dan Budaya Jurnal Sejarah Budaya Dan Pengajarannya*, 13(1), 84-96.
<https://doi.org/10.17977/um020v13i12019p084>

