



# Team Quiz Learning Assisted by the Quizizz Application: an Effort to Increase Student Learning Motivation at Bojonglongok State Elementary School

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## ABSTRACT

The purpose of this research is to develop soft skill-based interactive media, to know the quality of This Classroom Action Research aims to describe the increase in learning motivation of class VI-B students at Bojonglongok State Elementary School after learning was implemented as a team quiz with the help of a quiz application. This research is Classroom Action Research, conducted at Bojonglongok State Elementary School, especially in class VI-B with a total of 36 research participants. The results of Classroom Action Research show that the attention indicator for sub-indicator 1 reached 67% in pre-cycle, 97.2% in cycles 1 and 2, while sub-indicator 2 reached 10.1% in pre-cycle, 67 % in cycle 1 and 94.4% in cycle 2. The indicator's relevance reached 17% in the pre-cycle, 75% in cycle 1, and 97.2% in cycle 2. The confidence indicator reached 31% in the pre-cycle -cycle, 67% in cycle 1, and 100% in cycle 2. Finally, the satisfaction indicator reached 10.1% in pre-cycle, 100% in cycle 1, and 86% in cycle 2, which means a decrease of 14% from cycle 1 to cycle 2. However, student learning motivation can be said to have motivation to learn. Thus, it can be concluded that quiz team learning assisted by the quiz application can increase the learning motivation of class VI-B students at Bojonglongok State Elementary School.

**Keywords:** team quiz, quizizz application, learning motivation

## INTRODUCTION

The Independent Curriculum requires the application of new paradigm learning principles. The five principles of new paradigm learning, namely: learning is designed according to the stages of development and level of student achievement, learning aims to build student capacity as lifelong learning, learning develops students' competence and character as a whole, learning must be relevant to the context, environment and culture of students and involving parents and the community as partners, as well as learning oriented towards students' sustainable future [1]. The implications of applying new paradigm learning principles in learning are that a differentiated learning process will be implemented; the process of planning, implementing and assessing learning will involve students as a form of effort to grow and develop learning motivation; there will be planning, implementation and assessment of educational learning; learning will be held that is appropriate to the context in which students live or where the educational unit is located and there will be collaboration with parents and the community; and learning will be carried out that is oriented towards providing abilities so that students can live in the future.

Ideally, the principles of new paradigm learning above can be implemented well in learning in order to fulfill students' learning rights optimally. However, in reality the

application of the new paradigm learning principles has not been implemented optimally at Bojonglongok State Elementary School, especially in class VI-B, which has an impact on students' low learning motivation. Based on the results of the pre-cycle questionnaire, it shows that of the 36 students in class VI-B at SD Negeri Bojonglongok, 2 students have very high learning motivation, 4 students have high learning motivation, 9 students have low learning motivation and 21 students have very high learning motivation. low.

The results of the teacher's reflection show that the low level of student learning motivation is caused by the lack of optimal application of the principles of new paradigm learning, especially the second principle, namely learning aimed at building student capacity for lifelong learning [1], the implication in learning is that there is a need for student involvement in the process of planning, implementing and assessing learning. The lack of optimal application of the principles of this new paradigm of learning has caused the learning process that has taken place so far to not be in line with students' expectations. As a result, learning has not been able to grow and develop learning motivation. Of course, the problems that occur at Bojonglongok State Elementary School, especially in class VI-B, cannot be allowed to continue, but rather serious resolution efforts are needed. This is because learning motivation is one of the factors that determines success in the learning process [2].

To find the right solution, researchers are trying to apply the principles of new paradigm learning by involving students in the process of planning, implementing and assessing learning. The first step taken by researchers was to carry out a learning assessment with students. The results of the learning assessment showed that students wanted learning that used smartphones, students did not like learning material presented in long text form and students wanted learning to be carried out collaboratively. The second step taken by the researcher was to develop a learning plan with students by considering the results of the learning assessment, so that a learning plan was produced that required students to play quizzes in groups (team quizzes) using the quizizz application. Basically learning in the form of team quizzes tries to facilitate the desire of students who want to learn collaboratively, as well as a form of creativity in learning to anticipate some students who do not have smartphones and quotas, while the use of the quizizz application tries to facilitate the desire of students who want to learn by using smartphones and Facilitate students who like presenting material in the form of short text, visuals or audio. The third step taken by the researcher was to carry out team quiz learning with the help of the quizizz application as a form of implementation of the learning plan that had been prepared.

Basically, learning in the form of a team quiz is assisted by the quizizz application, apart from optimizing the application of new paradigm learning principles, it also tries to facilitate the characteristics of class VI-B students who according to Tapscott are generation Z and generation alpha [3], because it is in the 2010-2012 birth range. Apart from that, learning in the form of team quizzes is also an effort to suppress one of the characteristics of the alpha generation which according to Mc Cribdler is individual [4], in accordance with the characteristics of Generation Z, which according to Gazali prefers collaboration over competition in solving the problems they face[5]. Furthermore, the use of the Quizizz application which is operated via smartphone is in accordance with the characteristics of

generation Z, which according to Gazali is dependent on smartphones[5],and the alpha generation who are familiar with technology [4].

Thus, it can be concluded that efforts to resolve the problem of low student learning motivation at Bojonglongok State Elementary School, especially in class VI-B, can be done by implementing team quiz learning with the help of the quizizz application. As the results of previous research conducted by Armi Yustina & Banun Havifah Cahyo Khosiyono 2023 shows that the use of quizizz as a learning medium has an effect on increasing the learning motivation of class VI students at SD Negeri Kiyaran 2 [6], study [7] shows that the use of team mode Quizizz media can increase learning motivation and active learning in class VI students at SD Negeri Tanjunganom. Referring to the results of previous research, learning in the form of team quizzes assisted by the quizizz application is very appropriate to be applied to increase the learning motivation of class VI-B students at Bojonglongok State Elementary School.

Based on the description above, In this research, the researcher raised the title "Team Quiz Learning Assisted by the Quizizz Application: An Effort to Increase Student Learning Motivation at Bojonglongok State Elementary School". The problem formulation in this research is "How does the learning motivation of class VI-B students at SD Negeri Bojonglongok increase after implementing learning in the form of team quizzes with the help of the quizizz application?" Referring to the problem formulation, the aim of this Classroom Action Research is to describe the increase in learning motivation of class VI-B students at Bojonglongok State Elementary School after implementing learning in the form of team quizzes assisted by the quizizz application. Meanwhile, the benefits of Class Action Research are divided into two, namely theoretical and practical. Theoretically, this Classroom Action Research can be a reference for teachers in making improvements to the quality of learning in elementary schools, as well as an effort to support the creation of one of the SDGs (Sustainable Development Goals), namely the creation of quality education. Practically, it can be a basis for teachers in carrying out educational praxis processes that are in accordance with the principles of new paradigm learning which of course can grow and develop student learning motivation.

## MATERIALS AND MOTHODS

### Methods

This research is Classroom Action Research. This Classroom Action Research uses the Kemis and Tagart model, where each cycle consists of planning, action, observation and reflection stages [8]. This Classroom Action Research was carried out in 2 cycles by considering several factors in its implementation, so it was not possible to carry out cycle 3. The participants and research location in this Classroom Action Research were students in class VI-B at SD Negeri Bojonglongok with a total of 36 research participants. In this Classroom Action Research, apart from being a teacher, the researcher also acts as an observer in the learning process, so that the researcher is a participant observer [9], [10].

### Instruments

The substantive procedures in Classroom Action Research are related to the collection of research data. In the data collection process, this Classroom Action Research uses observation techniques and closed questionnaires (Guttman scale, "Yes" and "No") and is

open to reveal data regarding indicators of learning motivation, so the data collection instruments used in this Classroom Action Research are observation sheet and questionnaire sheet.

### **Procedures**

Administrative procedures in Classroom Action Research consist of pre-research stages, action planning, action implementation, observation and reflection. In the pre-research stage the researcher carried out three studies, namely a preliminary study to find out the problems that occur in class VI-B, from the problems that occur in class VI-B, the researcher then determines one problem that requires immediate handling. The problem chosen to receive immediate treatment is the problem of low student learning motivation. Low student motivation to learn is a problem that requires immediate treatment because learning motivation is one of the factors that determines success in learning [2]. To get an initial picture of the low learning motivation of class VI-B students, researchers distributed pre-research questionnaires regarding learning motivation to students. After conducting a preliminary study, the researcher then conducted a literature study to find appropriate problem solving efforts. Based on the results of the literature study that has been carried out, efforts have been made to resolve the problem of low student learning motivation, namely by carrying out team quiz learning with the help of the Quizizz application. Finally, the researcher conducted a curriculum study to determine which themes, subthemes and learning areas this research was suitable for. Based on the results of the curriculum study, the researcher finally chose to conduct Classroom Action Research on the theme 3 figures and inventions, sub-theme 1 inventor who changed the world, precisely in lesson 1 for cycle 1 and lesson 3 for cycle 2. At the action planning stage, the researcher designed a Learning Implementation Plan, instruments learning, learning media and research instruments. At the action implementation stage, the researcher carried out team quiz learning with the help of the quizizz application by referring to the Learning Implementation Plan that had been prepared. Observation stage, basically this stage is carried out together with the action implementation stage. At this stage the researcher observes the ongoing learning by referring to the observation instrument. Finally, at the reflection stage the researcher reflects by referring to the findings from the observation sheet, both positive and negative, and the questionnaire transcript. From the results of this reflection, improvement strategies for the next cycle are then formulated.

### **Data Analysis**

The substantive procedures in Class Action Research are related to research data analysis. Basically, before research data is analyzed, it needs to be validated first. Meanwhile, the validity of research data in this Classroom Action Research uses triangulation. The triangulation referred to in this Class Action Research is the process of strengthening evidence from different types of data, namely field notes from observations and questionnaire transcripts; and different data collection techniques, namely observation and questionnaire techniques [9]. Apart from triangulation, the validity of the data in this Classroom Action Research also uses member checking. Member checking is a process where the researcher reconfirms the questionnaire transcript to the research participants (class VI-B students) to ensure the completeness and realisticness of the responses (closed

and open) given [9]. Next, after the research data has been validated, it is then analyzed. Meanwhile, research data analysis in this Classroom Action Research uses Miles & Huberman qualitative data analysis which consists of three stages, namely reduction, data display and conclusion drawing [11]. The data reduction stage is a form of analysis that sharpens, selects and focuses research data contained in research instruments, namely observation sheet instruments and questionnaires. Data display is a process of displaying reduced data into a model, namely narrative text. Thus, it provides the possibility of drawing a conclusion. Finally, the conclusion drawing stage is the stage where the researcher draws a conclusion from the results of his research [11]. Regarding quantitative data analysis, namely calculating student learning motivation scores, the researchers present it in **Table 1** and **Table 2**. The indicators of learning motivation in this Classroom Action Research are attention, relevance, confidence, and satisfaction [12].

**Table 1.** Calculation of Maximum Scores for Learning Motivation Indicators

Learning Motivation Indicators [9]	Subindicators	The number of students	Learning Motivation Points	Maximum Score
<i>Attention</i>	Having attention to team quiz learning helps with the quizizz application	36	1	36
	Maintaining attention during team quiz learning helps with the quizizz application	36	1	36
<i>Relevance</i>	Be actively involved in team quiz learning with the help of the quizizz application	36	1	36
<i>Confidence</i>	Be confident in your own abilities	36	1	36
<i>Satisfaction</i>	Want to return to team quiz learning with the help of the quizizz application	36	1	36

**Table 2.** Learning Motivation Criteria

Learning Motivation Criteria	Earning Learning Motivation Points	Learning Motivation Score
Very low	0	0-25
	1	
Low	2	26-50
Tall	3	51-75
Very high	4	76-100
	5	

## RESULTS AND DISCUSSION

### Description of Pre-Research

Before conducting Classroom Action Research, the researcher first conducted pre-research by conducting three studies, namely a preliminary study to find out the problems that occurred in class VI-B, from the problems that occurred in class VI-B, then the researcher determined one problem that needed to be addressed by quick. The problem chosen to receive immediate treatment is the problem of low student learning motivation. Low student motivation to learn is a problem that requires immediate treatment because learning motivation is one of the factors that determines success in learning [2]. To get an initial picture of the low learning motivation of class VI-B students, researchers distributed

learning motivation questionnaires to students. The results of the pre-cycle questionnaire based on the researchers' learning motivation indicators are presented in **Table 3**.

**Table 3.** Percentage of Student Learning Motivation Indicators in Pre-Cycle

Learning Motivation Indicators	Subindicators	Maximum Score	Score Acquisition	Percentage (%)
<i>Attention</i>	Having attention to team quiz learning helps with the quizizz application	36	24	67%
	Maintaining attention during team quiz learning helps with the quizizz application	36	4	10.1%
<i>Relevance</i>	Be actively involved in team quiz learning with the help of the quizizz application	36	6	17%
<i>Confidence</i>	Be confident in your own abilities	36	11	31%
<i>Satisfaction</i>	Want to return to team quiz learning with the help of the quizizz application	36	4	10.1%

Based on the data contained in **Table 3**, achievement of the attention indicator sub-indicator 1 was 67%, while sub-indicator 2 was 10.1%; achievement of relevance indicators reached 17%; the achievement of the confidence indicator reached 31% and the achievement of the satisfaction indicator reached 10.1%. The criteria for learning motivation are based on the results of the pre-cycle questionnaire the researchers presented below **Table 4**.

**Table 4.** Criteria for Learning Motivation in Pre-Cycle

Criteria Motivation to learn	Earning Points Motivation to learn	Score Motivation to learn	Number of Students At Precycle
Very low	0	0-25	11
	1		10
Low	2	26-50	9
Tall	3	51-75	4
Very high	4	76-100	2
	5		0

Based on data on **Table 4**. Of the 36 students, 2 students had very high learning motivation, 4 students had high learning motivation, 9 students had low learning motivation and 21 students had very low learning motivation.

After conducting a preliminary study, the researcher then conducted a literature study to find appropriate problem solving efforts. Based on the results of the literature study that has been carried out, efforts have been made to resolve the problem of low student learning motivation, namely by carrying out team quiz learning with the help of the Quizizz application. Finally, the researcher conducted a curriculum study to determine which themes, subthemes and learning areas this research was suitable for. Based on the results of the curriculum study, the researcher finally chose to conduct Classroom Action Research on the theme 3 figures and inventions, sub-theme 1 inventor who changed the world, precisely in lesson 1 for cycle 1 and lesson 3 for cycle 2.

### Cycle 1 Classroom Action Research Results

The implementation of learning actions in cycle 1 was carried out through one meeting by carrying out team quiz learning with the help of the quizizz application. Learning in cycle 1 was carried out on Monday, October 9 2023 with a time allocation of 7 x 35 minutes. Learning actions in cycle I are carried out on the theme 3 figures and inventions, sub-theme 1 inventor who changed the world, precisely in lesson 1 which consists of science subjects with the subject of electrical components and their functions and social studies subjects with the subject of social and cultural life before and after the discovery of electricity, which was done through team quiz learning with the help of the quizizz application. The stages of team quiz learning with the help of the Quizizz application consist of the team division round, the quiz game procedures presentation round, the information gathering round, the team quiz playing round, the evaluation quiz playing round and the winning team announcement round.

During the team quiz learning process assisted by the quizizz application, the researcher found research findings contained in the observation sheet in the form of both positive and negative findings. The research findings in cycle 1 are as follows: in the team division round, students were grouped heterogeneously, there were no protests from students regarding the team division, all students accepted their respective team members; in the delivery round of quiz game procedures, each team listens to the information in an orderly manner; in the information gathering round, technical problems were found so that I could not use an infocus and projector, so the information gathering round through watching video shows was replaced with a demonstration carried out by the researcher; in the round of collecting information through observation and discussion regarding images of socio-cultural life before and after the discovery of electricity, it was less effective because the images were only displayed on laptop screens where not all students could observe the images well, especially students sitting at the back; in the round of gathering information, specifically in discussion activities, it was less effective because not all students were actively involved; in the team quiz round, some groups told their group members their answers; in the team quiz playing round, all quiz teams can access the quiz link and play it well; In the round of filling out the evaluation quiz there were two students who were left behind because they were not lent a smartphone by a teammate. The quiz team has finished working on the quiz.

Basically, negative findings become material for reflection to carry out the next cycle. Based on the negative findings described above, the results of cycle 1 reflection include the need for rules in learning so that students are more orderly in team quiz learning with the help of the quizizz application. The learning rules that are applied in cycle 2 are: each team must be orderly while taking part in team quiz learning with the help of the quizizz application, each team member is not allowed to tell his teammates when answering questions, and each team must lend a smartphone to team members who do not bring a smartphone. . Any violation of the rules that have been created and agreed upon together will result in the disqualification of the team if they become the winning team. Apart from that, there is also a need for rewards for the winning team. Thus, it can be concluded that the results of cycle 1 reflection require the existence of game rules and reinforcement both in the form of punishment for students who violate the rules that have been made and mutually agreed upon, as well as in the form of rewards for students who win the game. Furthermore, related to the achievement of learning motivation indicators in cycle 1, the

researchers present it in **Table 5**.

**Table 5.** Increase in Percentage of Student Learning Motivation Indicators in Cycle 1

Learning Motivation Indicators	Subindicators	Maximum Score	Score Acquisition	Percentage (%)
<i>Attention</i>	Having attention to team quiz learning helps with the quizizz application	36	35	97.2%
	Maintaining attention during team quiz learning helps with the quizizz application	36	24	67 %
<i>Relevance</i>	Be actively involved in team quiz learning with the help of the quizizz application	36	27	75%
<i>Confidence</i>	Be confident in your own abilities	36	24	67%
<i>Satisfaction</i>	Want to return to team quiz learning with the help of the quizizz application	36	36	100%

Based on the data contained in **Table 5** achievement of the attention indicator sub-indicator 1 was 97.2%, while sub-indicator 2 was 67%; achievement of relevance indicators reached 75%; the achievement of the confidence indicator reached 67% and the achievement of the satisfaction indicator reached 100%. If compared with the percentage of pre-cycle learning motivation, it can be concluded that there is an increase for each indicator of learning motivation in cycle 1. Next, the criteria for learning motivation based on the results of the researcher's cycle 1 questionnaire are presented in **Table 6**.

**Table 6.** Learning Motivation Criteria in Cycle 1

Criteria Motivation to learn	Earning Points Motivation to learn	Score Motivation to learn	Number of Students At Cycle 1
Very low	0	0-25	0
	1		1
Low	2	26-50	8
Tall	3	51-75	3
Very high	4	76-100	0
	5		24

Based on the data presented in **Table 6**. It can be seen that there are 24 students who have very high learning motivation, 3 students have high learning motivation, 8 students have low learning motivation and 1 student has very low learning motivation. When compared with the pre-cycle, cycle 1 experienced an increase in learning motivation.

### Cycle 2 Classroom Action Research Results

The implementation of learning actions in cycle 2 is carried out through one meeting by carrying out team quiz learning with the help of the quizizz application which requires game rules and reinforcement, both in the form of punishment for students who violate the rules that have been made and mutually agreed upon, as well as in the form of rewards for students who win. game. Learning in cycle 2 will be carried out on Friday, 12 October 2023 with a time allocation of 6 x 35 minutes. Learning actions in cycle 2 are carried out on the theme 3 figures and inventions, sub-theme 1 inventor who changed the world to be

precise in lesson 3 which consists of science subjects with the subject of the advantages of a series and Indonesian language subjects with the subject of explanatory texts. The stages of team quiz learning with the help of the Quizizz application consist of a round of presenting quiz game procedures, a round of making game rules, a round of gathering information, a round of playing team quiz, a round of playing evaluation quiz and a round of announcing the winning team and distributing rewards.

During the team quiz learning process assisted by the quizizz application, the researcher found research findings contained in the observation sheet in the form of both positive and negative findings. The research findings in cycle 2 are as follows: in the delivery round of game procedures, students listened carefully; in the round of making game rules, students express their opinions and agree to the rules they make; in the information gathering round, students watch video shows on smartphones with their team members; in the information gathering round, students discussed in an orderly manner, although there were still students who were not actively involved; in the team quiz playing round, all quiz teams can access the quiz link and play it well; in the team quiz round, one team experienced internal conflict because one of the team members was unable to answer the quiz correctly; In the round of filling out the evaluation quiz, all students played the quiz well. Finally, in the round of announcing the winning team, the researcher announced it directly when all the quiz teams had finished taking the quiz. However, rewards are given at the end of learning.

Basically, negative findings become material for reflection to carry out the next cycle. Based on the negative findings described above, the results of cycle 2 reflection were obtained, including: the quiz playing area needs to be redesigned so that students' answers are confidential, so that the quiz team's defeat will not give rise to internal conflict within the team, which has the potential to corner certain students. Furthermore, it is related to the achievement of learning motivation indicators in cycle 2 researchers present on **Table 7**.

**Table 7.** Increase in Percentage of Student Learning Motivation Indicators in Cycle 2

Learning Motivation Indicators	Subindicators	Maximum Score	Score Acquisition	Percentage (%)
<i>Attention</i>	Having attention to team quiz learning helps with the quizizz application	36	35	97.2%
	Maintaining attention during team quiz learning helps with the quizizz application	36	34	94.4 %
<i>Relevance</i>	Be actively involved in team quiz learning with the help of the quizizz application	36	35	97.2%
<i>Confidence</i>	Be confident in your own abilities	36	36	100%
<i>Satisfaction</i>	Want to return to team quiz learning with the help of the quizizz application	36	31	86%

Based on the data contained in **Table 7**, achievement of the attention indicator sub-indicator 1 reached 97.2%, while sub-indicator 2 reached 94.4%; achievement of relevance indicators reached 97.2%; the achievement of the confidence indicator reached 100% and the achievement of the satisfaction indicator reached 86%. If compared with the percentage of learning motivation in cycle 1, it can be concluded that there was an increase for each indicator of learning motivation in cycle 2, except for the attention indicator sub-indicator

1 which did not increase and the satisfaction indicator which decreased by 14%. Next, the criteria for learning motivation based on the results of the researcher's cycle 2 questionnaire are presented below **Table 8**.

**Table 8.** Criteria for Learning Motivation in Cycle 2

Criteria Motivation to learn	Earning Points Motivation to learn	Score Motivation to learn	Number of Students At Cycle 2
Very low	0	0-25	0
	1		0
Low	2	26-50	0
Tall	3	51-75	2
Very high	4	76-100	7
	5		27

Based on the data presented in **Table 8**, It can be seen that there are 34 students who have very high learning motivation, and 2 students have high learning motivation. When compared with cycle 1, cycle 2 experienced an increase in learning motivation.

## DISCUSSION

This Classroom Action Research was carried out in 2 cycles by considering several things, including: in the implementation of cycle 2 there was an internal conflict within the quiz team due to competition between the quiz teams [13]. Competition between quiz teams arises when the quiz team knows that the winner of the quiz will be announced and receive a reward. This sparked anger among the quiz team members who found out that one of their members answered the question wrong because they had the ambition to win the game. In fact, the initial aim of announcing the winning team was so that students would be more enthusiastic about learning so that they could obtain good learning results, as one of the laws of learning discovered by [14], namely low of effect which means learning will be more enthusiastic if you know good learning results [15], as well as providing reinforcement in the form of rewards for the winning team which aims to make students more enthusiastic and motivate other teams to get rewards [15]. Apart from that, internal conflict in the quiz team was also caused by the formation of the quiz team which was carried out heterogeneously in terms of intelligence [13]. Initially the researchers formed a quiz team heterogeneously in the aspect of intelligence with the aim of allowing students to interact with peers who have a higher cognitive level in order to trigger the emergence of new ideas or the development of cognitive abilities, so that students with a low cognitive level can be helped by students with a lower cognitive level. higher cognitive level in understanding the material, which in Lev Vigotsky's view is known as a type of social learning [16]. However, the formation of a quiz team that was heterogeneous in terms of intelligence apparently triggered internal conflict within the quiz team [13]. Furthermore, in its implementation, this Class Action Research encourages students who have smartphones to bring them to school for learning purposes. This requires researchers to carry out strict supervision outside of study hours to avoid the risk of undesirable things happening such as losing smartphones and playing games. in the school environment. Finally, Classroom Action Research carried out in 2 cycles was able to increase the learning

motivation of class VI-B students at Bojonglongok State Elementary School. Based on these considerations, the researcher finally only carried out 2 cycles of Class Action Research and did not continue with cycle 3.

Regarding the results of Class Action Research which was carried out in 2 cycles, the researcher has presented them in the Class Action Research results section. To find out the overall picture regarding the increase in learning motivation indicators, the following researchers present again the increase in learning motivation indicators from pre-cycle, cycle 1 and cycle 2 in **Table 9**.

**Table 9.** Increased Learning Motivation Indicators from Pre-Cycle, Cycle 1 and Cycle 2

Learning Motivation Indicators	Subindicators	Pre-Cycle Percentage	Cycle 1 Percentage	Cycle 2 Percentage
<i>Attention</i>	Having attention to team quiz learning helps with the quizizz application	67%	97.2%	97.2%
	Maintaining attention during team quiz learning helps with the quizizz application	10.1%	67 %	94.4 %
<i>Relevance</i>	Be actively involved in team quiz learning with the help of the quizizz application	17%	75%	97.2%
<i>Confidence</i>	Be confident in your own abilities	31%	67%	100%
<i>Satisfaction</i>	Want to return to team quiz learning with the help of the quizizz application	10.1%	100%	86%

Based on data on **Table 9**, It is known that the attention indicator sub-indicator 1 has increased by 30.2% from pre-cycle to cycle 1 and from cycle 1 to cycle 2 has not increased, while sub-indicator 2 has increased by 56.9% from pre-cycle to cycle 1 and has increased by 27.4% from cycle 1 to cycle 2. The relevance indicator increased by 58% from pre-cycle to cycle 1, and increased by 22.2% from cycle 1 to cycle 2. The confidence indicator increased by 36% from pre-cycle to cycle 1 and experienced an increase of 33% from cycle 1 to cycle 2. Finally, the satisfaction indicator increased by 89.9% from pre-cycle to cycle 1 and decreased by 14% from cycle 1 to cycle 2.

Referring to the description above, the researcher can conclude that there has been an increase in learning motivation indicators both from pre-cycle, cycle I and cycle 2, except for the attention indicator sub-indicator 1 which did not increase, so that in cycle 2 the results were still the same as cycle 1 namely 97.2%. Basically, a person's attention to an object is caused by two things, namely someone considers that the object is related to him and someone considers that the object is different from the others, different from what is familiar and different from what is generally accepted [15]. Thus, the increase in attention indicators for sub-indicators 1 and 2 from pre-cycle to cycle 1 was due to the learning being carried out differently from usual, where learning in cycle 1 carried out team quiz learning with the help of the quizizz application. Meanwhile, the attention indicator sub-indicator 1 did not increase from cycle 1 to cycle 2 because the learning carried out in cycle 1 and cycle 2 was still the same, namely team quiz learning assisted by the quizizz application, so this is the basis for why the attention indicator sub-indicator 1 did not increase. Furthermore, the attention indicator sub-indicator 2 which has increased from cycle 1 to cycle 2 is supported by the presence of reinforcement both in the form of punishment and reward as the most important element in learning that can motivate students [15].

Apart from the attention indicator which did not increase, there was also an indicator which decreased, namely the satisfaction indicator. The satisfaction indicator decreased by 14% from cycle 1 which was 100% to 86% in cycle 2. This decrease of 14% was caused by internal conflict within the quiz team due to competition between quiz teams [13]. Competition between quiz teams arises when the quiz team knows that the winner of the quiz will be announced and receive a reward. This sparked anger among the quiz team members who found out that one of their members answered the question wrong because they had the ambition to win the game. In fact, the initial aim of announcing the winning team was so that students would be more enthusiastic about learning so that they could obtain good learning results, as one of the laws of learning discovered by [14], namely low of effect which means learning will be more enthusiastic if you know good learning results [15], as well as providing reinforcement in the form of rewards for the winning team which aims to make students more enthusiastic and motivate other teams to study well to get rewards [15]. Apart from that, internal conflict in the quiz team was also caused by the formation of the quiz team which was carried out heterogeneously in terms of intelligence [13]. Initially, the researchers formed a quiz team heterogeneously in the aspect of intelligence with the aim of allowing students to interact with peers who have a higher cognitive level in order to trigger the emergence of new ideas or the development of cognitive abilities, so that students with a low cognitive level can be helped by students with a lower cognitive level. higher cognitive level in understanding the material, which is in view [17] known as the type of social learning (social learning) [16]. However, the formation of a quiz team that was heterogeneous in terms of intelligence apparently triggered internal conflict within the quiz team [13].

Nevertheless, student learning motivation can still be said to have increased. This is because when the attention, relevance and confidence indicators are achieved or in the sense of increasing from pre-cycle, cycle I and cycle 2, students can be said to have motivation to learn [9]. The following researchers present the increase in learning motivation of class VI-B students at SD Negeri Bojonglongok from pre-cycle, cycle 1 and cycle 2 on **Table 10**.

**Table 10.** Increased Learning Motivation from Pre-Cycle, Cycle 1 and Cycle 2

Criteria Motivation to learn	Earning Points Motivation to learn	Score Motivation to learn	Number of Students in Pre-Cycle	The number of students In Cycle 1	Number of Students in Cycle 2
Very low	0	0-25	11	0	0
	1		10	1	0
Low	2	26-50	9	8	0
Tall	3	51-75	4	3	2
Very high	4	76-100	2	0	7
	5		0	24	27

Based on data on **Table 10**. It can be seen that in the pre-cycle there are 2 students who have very high learning motivation, 4 students have high learning motivation, 9 students have low learning motivation and 21 students have very low learning motivation. In cycle 1 there were 24 students who had very high learning motivation, 3 students had high learning motivation, 8 students had low learning motivation and 1 student had very low learning motivation. Meanwhile, in cycle 2 there were 34 students who had very high learning motivation, and 2 students had high learning motivation.

Referring to the description above, it can be concluded that team quiz learning assisted by the quizizz application can increase the learning motivation of class VI-B students at Bojonglongok State Elementary School. There was an increase in student learning motivation from pre-cycle to cycle 1 due to the implementation of team quiz learning with the help of the quizizz application. Based on students' confessions in the open questionnaire, it is stated that team quiz learning with the help of the quizizz application is exciting and enjoyable learning. This exciting and enjoyable learning atmosphere is what makes students' learning motivation increase. Thus, it can be concluded that using the quizizz application in learning can make the learning atmosphere exciting and enjoyable[18], which has an impact on increasing student learning motivation. Meanwhile, there was an increase in learning motivation from cycle 1 to cycle 2 supported by reinforcement in team quiz learning assisted by the quizizz application both in the form of punishment and reward. This is because reinforcement is the most important element in learning that can motivate students [15], so that the existence of reinforcement supports an increase in student learning motivation. In its implementation, reinforcement in the form of punishment is given if a student violates the rules that have been created and mutually agreed upon, while reinforcement in the form of rewards is given to the winning team and the student who gets the highest score in working on the evaluation questions.

## CONCLUSION

Based on the description above, it can be concluded that team quiz learning assisted by the quizizz application can increase the learning motivation of class VI-B students at Bojonglongok State Elementary School. This increase in learning motivation can be seen in each indicator of learning motivation where the attention indicator sub-indicator 1 reached 67% in pre-cycle, 97.2% in cycles 1 and 2, while sub-indicator 2 reached 10.1% in pre-cycle, 67% in cycles 1 and 94.4% in cycle 2. The relevance indicator reached 17% in the pre-cycle, 75% in cycle 1 and 97.2% in cycle 2. The confidence indicator reached 31% in the pre-cycle, 67% in cycle 1 and 100% in cycle 2. Finally, the satisfaction indicator reached 10.1% in pre-cycle, 100% in cycle 1 and 86% in cycle 2, which means there was a decrease of 14% from cycle 1 to cycle 2. However, the learning motivation of class VI-B students at state elementary schools Bojonglongok experienced an increase where in the pre-cycle there were 2 students who had very high learning motivation, 4 students had high learning motivation, 9 students had low learning motivation and 21 students had very low learning motivation. In cycle 1 there were 24 students who had very high learning motivation, 3 students had high learning motivation, 8 students had low learning motivation and 1 student had very low learning motivation. Meanwhile, in cycle 2 there were 34 students who had very high learning motivation, and 2 students had high learning motivation.

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