

# STUDENT ATTITUDES TOWARDS QUIZIZZ-BASED VIRTUAL LEARNING MEDIA RELATION TO STUDENT LEARNING MOTIVATION

**Eliva Sukma Cipta**  
[elivasukmacipta@uninus.ac.id](mailto:elivasukmacipta@uninus.ac.id)

**Erwin**  
[erwin@uninus.ac.id](mailto:erwin@uninus.ac.id)

**Pipit Sugiarto**  
[pipitsugiarto@uninus.ac.id](mailto:pipitsugiarto@uninus.ac.id)

**Universitas Islam Nusantara, Bandung**

## **Abstract**

*This study aims to determine the relationship between students' attitudes towards Quizizz-based virtual learning media with student learning motivation. This research uses a quantitative research approach with a survey research design. The research was conducted at one of the Madrasah Aliyah Negeri in Bandung City with a class X sample of 30 students. The data collection techniques used are questionnaires and interviews. The data analysis technique used is a correlational analysis technique. The results showed that there is a strong and unidirectional significant relationship between students' attitudes towards Quizizz-based virtual learning media and student learning motivation.*

**Keywords:** *attitude, Quizizz, motivation*

## **INTRODUCTION**

The rapid development of information technology in the current era of globalization cannot be avoided, its impact on the world of education. Global demands require the world of education to always adapt technological developments to efforts to improve the quality of education, especially in adjusting the use of information and communication technology for the world of education, especially in the learning process. The use of technology can be part of a person's cognitive processes (Pritchard, 2018). So that learning media need to be carefully designed and packaged as well as possible in order to create a fun learning process. If the learning media provided does not attract students' interest in learning, it will make students study a lesson in a different way, not even in accordance with the goals to be achieved.

March 2020 the emergence of the covid 2019 virus which became the beginning of change in the world of education, where learning that was originally carried out in class switched to virtual class, the world of education experienced a very big change. Various efforts have been made by the government to break the chain of transmission of this virus, including by issuing PP No. 21 of 2020 concerning Large-Scale Social Restrictions in the Context of Accelerating Handling of Covid-19 which results in limiting various activities including schools. Meanwhile, the Learning From Home (BDR) activity was officially issued through the Minister of Education and Culture

Circular Letter Number 36962/MPK.A/HK/2020 concerning online learning and working from home in the context of preventing the spread of Corona Virus Disease (COVID-19). This policy forces teachers and students to continue working and studying from home from pre-school to tertiary level (Kemendikbud.go.id, 2020). the importance of variety in using learning media so that students are not bored or bored and can increase student motivation in participating in learning activities from home (BDR).

The pandemic period requires online learning. The problems that often arise include the lack of student motivation in online learning, the lack of student attitudes towards the material taught by the teacher, some students feel bored because they have been studying from home for a long time with monotonous learning media. One of the supporting media that can overcome students' problems in online learning is the Quizizz application with this media expected to increase student learning motivation. The Quizizz app is a game-based educational app, which brings multiplayer activities to the classroom and makes classes interactive and fun (Zhao, 2019); (Mahmud & Law, 2022). Quizizz has game characteristics such as avatars, themes, and music that are entertaining in the learning process. Quizizz also allows students to compete with each other and motivates students to learn because there is a ranking feature in it. Students take quizzes at the same time and see their live ranking on the leaderboard. So it can be said that Quizizz is a way to overcome the problem of assessing student learning outcomes online so that students feel interested and compete in a healthy manner (NS et al., 2021). evaluate student performance (Rahmah et al., 2019).

Previous research on Quizizz included providing comprehension questions assisted by Quizizz media affecting student learning motivation (Rosiyanti et al., 2020), the use of Quizizz in physics learning increased student motivation, interest, and achievement in physics (Capinding, 2022), Quizizz is one of the the choice of technology that can be used in learning (Duarte & Heitor, 2022), students are very responsive to the application of Quizizz and Quizizz presents problems easily by analyzing the results of answers in detail to help teachers or lecturers carry out assessments (Rahmah et al., 2019), students have a positive attitude towards the application of Quizizz in learning English (Pham, 2022), students also respond positively to the use of Quizizz in Malay grammar classes (Munuyandi et al., 2021), Quizizz has a positive impact on student learning experiences (Zhao, 2019) , the students' views on using Quizizz are: (1) an interesting tool, (2) pushing ng students' self-confidence, (3) increasing student motivation, and (4) improving reading skills. In addition, students gave a positive attitude towards using Quizizz in class. These findings contribute to a better understanding of positive attitudes towards using the Quizizz application as an assessment tool, especially for teachers (Zuhriyah & Pratolo, 2020),

Based on the background and the many experimental research results that used Quizizz in their research and the results showed the effectiveness of using Quizizz, this article will describe the results of research that are different from the previous ones, namely describing the results of the survey to students who had previously studied using Quizizz in the subject of Religious Education Islam with the aim of seeing students' attitudes towards Quizizz-based virtual learning media in relation to student learning motivation.

## **METHOD**

The method used in this research is quantitative with a survey design, in which the researcher describes quantitatively some of the tendencies, behaviors, or opinions of a population by examining a sample of that population (Creswell, 2016). The research population involved class X students at one of the State Aliyah Madrasahs in the city of Bandung, totaling 6 classes, sampling was carried out by strata sampling to ensure that individuals in the population who have certain characteristics are represented in the sample (Borg, 2014). So that from 6 classes with a total of 216 samples, 30 students were taken from each class as many as 5 people. The data collection technique that the researcher used was in the form of a non-test technique, namely a questionnaire on student attitudes towards media interviews. The data analysis technique used is descriptive statistical analysis technique as an initial step and inferential statistics as a follow-up analysis by conducting a correlation test.

## RESULTS AND DISCUSSION

The results of the research on students' attitudes towards the application of Quizizz learning media in the Islamic Religious Education subject at one of the State Aliyah Madrasahs in the city of Bandung based on the results of a questionnaire given to 30 respondents based on each indicator can be seen in Table 1.

**Table 1. Recap of Students' Attitudes towards Quizizz-Based Virtual Learning Media**

Indicator	Average of Each Indicator	Criteria
In accordance with the goals to be achieved	4,15	High
Support lesson content	3,89	Sufficient
The nature of facts, concepts, principles, or generalizations	4,02	High
Practical, flexible and enduring	3,85	Sufficient
Teachers are skilled in its application	3,36	Sufficient
Process monitoring and evaluation	4,17	High
Average of all indicators	3,91	High

Based on Table 1, the students' attitudes towards the application of Quizizz-based learning media can be seen on average, which is 3.91, this number shows that students' attitudes are included in the high category. Students' attitudes towards Quizizz-based learning are included in the high category which means that students have a positive attitude towards Quizizz-based learning. To strengthen this, a central tendency test is carried out with the provision that if the mean > median > mode then the student's attitude has a positive trend. Based on the calculations can be seen in Table 2.

**Table 2. Student Attitude Central Tendency Test**

Mean	78,37
Median	77,50
Modus	76,00

Based on Table 2, it can be said that students' attitudes towards the application of Quizizz-based learning media have a positive tendency, this is evidenced by the value of  $78.37 > 77.50 > 76.00$ . Students' attitudes have a positive tendency, meaning that students have a good perception or view of the use of Quizizz-based learning media in the learning process. This reflects that in learning students have a desire to use Quizizz-based learning media, enthusiasm for Quizizz-based learning media, and have a willingness to participate actively in learning. Furthermore, students feel that learning media based on Quizizz can help them understand subject matter, increase interest and motivation in learning, and facilitate social interaction between students and teachers or fellow students.

After distributing questionnaires on students' attitudes towards the application of Quizizz-based learning media, questionnaires were also distributed on student learning motivation which were given to the same 30 respondents. The results of distributing student learning motivation questionnaires were obtained as listed in Table 3.

**Table 3. Recap of Student Learning Motivation**

Indicator	Average of each indicator	Criteria
There is a desire and desire to learn	3,88	Sufficient
There is a drive and need to learn	4,16	High
There are hopes and aspirations for the future	4,29	High
There is an appreciation in learning	4,10	High
There are interesting activities in learning	3,98	Sufficient
There is a conducive learning environment	4,14	High
Average of all indicators	4,09	High

Based on Table 3, students' learning motivation is seen from the average, which is 4.09, this figure shows that students' learning motivation is included in the high category. Student motivation is in the high category, meaning that students have a strong drive or desire to learn, have a great interest in the subject matter, and have clear and ambitious goals for learning. Students with high learning motivation tend to be active in class, show a desire to learn more deeply, and are more enthusiastic about completing assignments and learning projects. In addition, they are also able to overcome obstacles and obstacles that arise during the learning process, and are better prepared to face challenges and failures. Thus student motivation is included in the high category, it can be said that student motivation is more towards the positive. To strengthen this, a central tendency test is carried out with the provision that if the mean  $>$  median  $>$  mode then student motivation has a positive trend. Based on the calculations, it can be seen in Table 4.  $82.07 > 81 > 79$ , so student motivation has a positive trend.

**Table 4. Student Motivation Central Tendency Test**

Mean	82,07
Median	81,00
Modus	79,00

Furthermore, to find out the relationship between students' attitudes towards Quizizz-based virtual learning media and student learning motivation, a hypothesis test was carried out by starting with a normality test to determine the parametric statistical test or non-parametric statistical test to be used. Based on the Kolmogorov-Smirnov normality test, it can be seen in Table 5, the test results show that the data on student attitudes and student motivation are normally distributed, so the hypothesis test used is the parametric statistical test, namely the product moment (Pearson) correlation test.

**Table 5. Data Normality Test**

	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Attitude	.145	30	.106
Motivation	.151	30	.077

The results of the product moment (Pearson) correlation hypothesis test can be seen in Table 6 which shows the acquisition of a correlation coefficient of 0.729\*\*, meaning that the level of strength of the relationship between students' attitude variables towards Quizizz-based virtual learning media and student learning motivation is 0.729 or strong. An asterisk (\*\*) means that the correlation is significant at a significance value of 0.01.

**Table 6. Pearson's Product Moment Correlation Test**

		Attitude	Motivation
Attitude	Pearson Correlation	1	.729**
	Sig. (2-tailed)		.000
	N	30	30
Motivation	Pearson Correlation	.729**	1
	Sig. (2-tailed)	.000	
	N	30	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 6 it can also be seen the direction or type of relationship between students' attitude variables towards Quizizz-based virtual learning media and student learning motivation, namely from the correlation coefficient number which has a positive value of 0.729. So that the relationship between student attitude variables and student motivation is unidirectional, thus it can be interpreted that when students' attitudes towards Quizizz-based virtual learning media are increasingly positive, student learning motivation will also be higher or increasing. The significance value or sig. (2-tailed) of 0.000 is less than 0.01 meaning that there is a significant (significant) relationship between students' attitudes toward Quizizz-based virtual learning media and student learning motivation.

Based on the product moment (Pearson) correlation hypothesis test, it can be concluded that in this study there is a strong and unidirectional significant relationship between students' attitude variables towards Quizizz-based virtual learning media and student learning motivation. The results of this study are in line with several previous studies, although the research design is different, including experimental research using Quizizz media that influences student learning motivation (Rosiyanti et al., 2020), experimental research using Quizizz in learning physics increases motivation (Capinding, 2022).

Strengthened based on the results of interviews with a number of students and teachers, the application of Quizizz in learning Islamic Religious Education received a positive attitude from teachers and students. Quizizz-based virtual learning media is feasible to apply in learning because it makes it easier for teachers to convey learning material, conditions students in class, and increases student motivation in learning. Furthermore, the results of interviews with students, they argue that Quizizz-based virtual learning media is an interesting learning media, because Quizizz-based virtual learning media provides a new atmosphere, makes it easier for students to understand learning material, and there are several features that increase student motivation. Some of the features include; there is a countdown time in working on the questions, there are character memes when students are not quite right in answering questions, there are random awards when students answer questions correctly, and there is a ranking system so that students are motivated to work on questions quickly, correctly, and thoroughly. This opinion is in accordance with Zhao's opinion in his research which reads, *"...using Quizizz doing in-class exercise is fun, helps them review the course materials and stimulates their interest in learning..."*(Zhao, 2019).

Quizizz-based virtual learning media encourages students to compete with friends, namely by having a ranking system displayed on the screen, this encourages students to be the best students and take the quiz seriously. This encourages students to compete with their classmates. Students feel challenged and compete to give their best answer choices, although sometimes quizzes go wrong because this media is online media that is influenced by the internet network so that it affects students' scores and speed in answering quizzes. However, this did not reduce the enthusiasm of the students to become the best students in the quizzes. This encourages more active student participation in the learning process.

## **CONCLUSION**

Based on survey research on students who have studied with Quizizz-based virtual learning media and carried out product moment correlation statistical tests (Pearson) and reinforced by interviews with teachers and students, it can be concluded that there is a strong and unidirectional significant relationship between students' attitude variables towards learning media Quizizz-based virtual with student learning motivation. It is hoped that further research will be carried out with a larger population.

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