

Use of Paper Mode Quizizz Media to Increase Learning Motivation of Grade IV Students of SD Negeri 1 Manislor

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Abstract. This research was motivated by the low level of motivation of students to learn. Based on the results of observations, there are eight students with low learning motivation criteria and ten students with moderate learning motivation level criteria. Based on this, the research aims to increase the learning motivation of fourth-grade students in Natural and Social Sciences subjects. The Kemmis & Taggart spiral model includes this research in classroom action research. The data collection techniques in this study include observation and FGD (Focus Group Discussion). The research was conducted collaboratively with field supervisors and class teachers. Based on the results of the FGD, an agreement was obtained to use paper mode quizizz media to solve the problem of increasing students' low learning motivation. The research was carried out through pre-cycle, cycle 1, and cycle 2. One cycle includes planning, implementation, observation, and reflection stages. The research subjects were fourth-grade students of SDN 1 Manislor, totaling 17 people. In pre-cycle research, the percentage obtained was 50% and increased by 84% in cycle 2. Based on these percentage results, the use of paper-based quizizz media can increase the learning motivation of fourth-grade students of SDN 1 Manislor.

Keywords: Motivation, Learning Motivation, Quizizz Mode Paper

INTRODUCTION

The media's role in teaching and learning activities is essential to help students learn well. With learning activities, students can also develop the potential contained in each student. Therefore, media in the learning process should be something that teachers need to consider. Good learning media will create an enthusiastic attitude of students to learn. Based on this, Emda (2018) explained that motivation is one of the essential things to achieve learning goals; the existence of motivation will provide enthusiasm so that students will know the direction of learning. Motivation can be raised intrinsically and extrinsically to achieve learning objectives optimally.

In line with this, one indicator of achieving learning objectives is students' motivation to learn. One of the teacher's efforts to help students find their learning motivation is by stimulating students through things that can be controlled by the teacher or outside the control of students (extrinsic). This method can be done by providing strategy facilities, media, and learning resources. The opinion of Anggraini and Sutartono (2022) is that one of the efforts made by teachers to increase learning motivation is to provide *rewards*, determine varied learning methods, and use varied and effective learning media where the use of this media will also create a conducive learning atmosphere.

Based on this opinion, teachers strive to make the learning climate more enjoyable. According to the research activities, the research applies pre-cycle activities with learning conditions using classical strategies and media where teachers only use *whiteboard* learning media and package books as learning resources for students, so they look less eager to learn. Based on this, researchers encourage researchers to discuss with civil service teachers and field supervisors to find solutions to increase learning motivation. Finally, an alternative solution was obtained to apply digital technology media at the stage of the learning process in order to increase learning motivation.

Research by Jediut et al. (2021) explained that digital technology learning media can increase learning motivation. Technological development in the current era of globalization has been very rapid. By using technology, humans can complete their work easily and quickly. The characteristics of elementary school students who like to play and like to compete are that interactive learning media is needed so that students can learn while playing. Students are highly interested in learning using interactive media, with an average percentage of 80% (Hardyanti et al., 2021). In line with that, the results of Harsiwi & Arini's (2020) research prove that with interactive learning media, students can increase student motivation in learning, and there is a positive response to carrying out learning with interactive media.

Based on these problems, teachers try to use an interactive digital learning media paper mode in the form of "Quizizz" in elementary schools to motivate students to continue learning and to increase students' sense of responsibility and competitiveness in doing assignments. In addition, the results of this study are also expected to be used as a reference for teacher efforts to increase student motivation.

METHOD

The method used in this study is the classroom action research method *because* the goal is to increase the learning motivation of elementary school students. This research was conducted according to the spiral model of Kemmis and Taggart in Tangkudung (2016). Research is carried out in stages according to the model used, such as *planning*, acting, observing, reflecting, *and so on repeatedly*.

The data collection techniques in this study are observation and FGD (*Focus Group Discussion*). For learning and research objectives to be achieved, research is carried out collaboratively and participatory. Researchers discussed with class teachers and supervisors (DPL) that they intended to increase the learning motivation of SD Negeri 1 Manislor grade IV students using paper mode quizizz media.

The research was conducted at SD Negeri 1 Manislor, Jalaksana District, Kuningan Regency, West Java Province. The time for conducting the study is two cycles. The subjects of this study were class IV students, a total of 17 people, 11 female students and six male students.

Data processing techniques in research using the model of Miles and Huberman 1984 (in Sugiyono, 2015) which include data collection, data presentation, interpretation, and conclusion.

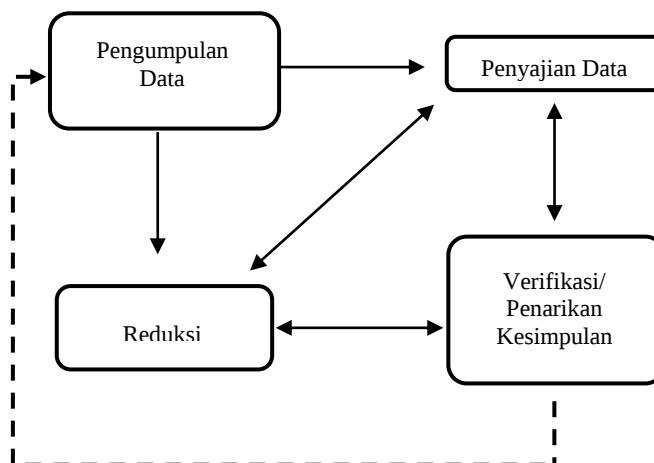


Figure 1 Miles and Huberman Model Data Analysis Techniques (1984)
(dalam Sugiyono, 2015)

In practice, this study uses indicators of learning motivation according to Uno (2014). Each indicator has a score of 1 to 4 points and is carried out by observing student activities while learning is in progress.

Table 1. Learning Motivation Indicators

No	Learning Motivation Indicators	Score			
		1	2	3	4
1	The presence of desires and desires to succeed				
2	The presence of encouragement and The need to learn				
3	Persevere in facing the task				
4	Tenacious in the face of adversity				
5	There are interesting activities in learn				
6	Happy to seek and Troubleshoot problems				

Based on the indicator table, the success rate of student motivation achievement is calculated based on the presentation formula according to Sugiyono (2015) as follows:

$$\text{Percentage of respondents' answers} = \frac{\text{Number of scores obtained}}{\text{Ideal number of scores}} \times 100\%$$

Then after calculating the achievement of student learning motivation through the use of paper mode quizizz media. So then a percentage analysis of achievement is carried out by calculating in advance the percentage criteria interval using the Sudarman (2015) formula as follows:

$$\text{Range} = \text{Maximum score} - \text{Minimum score}$$

$$\begin{aligned} \text{Range} &= 4 - 1 \\ &= 3 \end{aligned}$$

$$\text{Interval} = \frac{\text{Range}}{\text{The number of categories}}$$

$$\begin{aligned} \text{Interval} &= \frac{3}{4} \\ &= 0,75 \end{aligned}$$

Based on these results, the following score intervals are obtained:

Table 2. Learning Media Criteria Table

Interval Score	Criterion
3,25 – 4	Tall
2,5 – 3,25	Keep
1,75 – 2,5	Low
1 – 1,75	Very Low

So if converted to percentage form, and get the score interval as follows.

Table 3. Learning Media Criteria Percentage Table

Interval Score	Criterion
81,25% – 100%	Tall
62,5% – 81,25%	Keep
43,75% – 62,5%	Low
25% – 43,75%	Very Low

DISCUSSION

Classroom action research was conducted to increase the learning motivation of grade IV students at SD Negeri 1 Manislor using paper mode quizizz media. The research was carried out through pre-cycle, cycle 1, and cycle 2.

Pre Cycle

Learning activities in the pre-cycle stage use *whiteboard* media, student books, lectures, question and answer, and assignment methods. Teachers assisted by observers observe student learning motivation by learning motivation indicators from Uno (2014) that to observe the student. Learning motivation can be seen in how students express a desire to succeed, encouragement and need to learn, diligence in facing tasks, tenacity in facing difficulties, attracting students' attention to learn, and happiness to find and solve problems. Based on the results of observations during learning, it shows that 29% of students' learning motivation is on medium criteria, 59% of students' learning motivation is on low criteria, and 12% of students' learning motivation is on shallow criteria.

Table 4. Pre-Cycle Learning Motivation Percentage

No	Learning Motivation Criteria	Pre Cycle	
		Frequency	Percentage
1	Tall	0	0%
2	Keep	5	29%
3	Low	10	59%
4	Very Low	2	12%

Based on the calculation of observations, it can be concluded that the level of learning motivation of grade IV students of SD Negeri 1 Manislor is in the medium, low, and shallow criteria. This happens because learning activities only use makeshift media, and the methods used are just conveying information with lectures, questions and answers, and assignments. Suprihatin (2019) states that learning motivation can increase with several efforts, such as creating a pleasant atmosphere in learning, using various exciting presentation methods, and creating competition and cooperation.

Cycle 1

Based on the results of observations at the pre-cycle stage, the next step is to conduct FGD (Focus Group Discussion) to reflect on the results of observations at the pre-cycle stage and plan actions to be carried out in the first cycle of class IV action research at SD Negeri 1 Manislor in the subjects of Natural and Social Sciences about changes in the form of objects.

Based on the results of the FGD (*Focus Group Discussion*), it was agreed that to implement

the *Problem-Based Learning learning model* uses experimental methods, questions, answers, and assignments. The agreement is carried out as an additional treatment from teachers to increase learning motivation and is also adjusted to the content of the material to be taught. The media to be used is the agreed paper mode quizizz interactive media because it is hoped that these media can increase the learning motivation of grade IV students of SD Negeri 1 Manislor. Yustina et al. (2023) believe that using Quizizz media can increase the learning motivation of elementary school-age students.

The first stage in PTK cycle one is planning. Researchers plan actions according to previously agreed models and methods; the researchers also make paper mode quizizz media. The teacher makes several questions and answer keys to be asked to each group and makes evaluation questions along with the answer keys for each student. Quizizz will be applied after students have conducted each experiment and when working on individual evaluation questions

at the end of learning. In line with the research of Salsabila et al. (2020), giving questions using Quizizz in the middle of the learning process will increase enthusiasm and competitiveness among students.

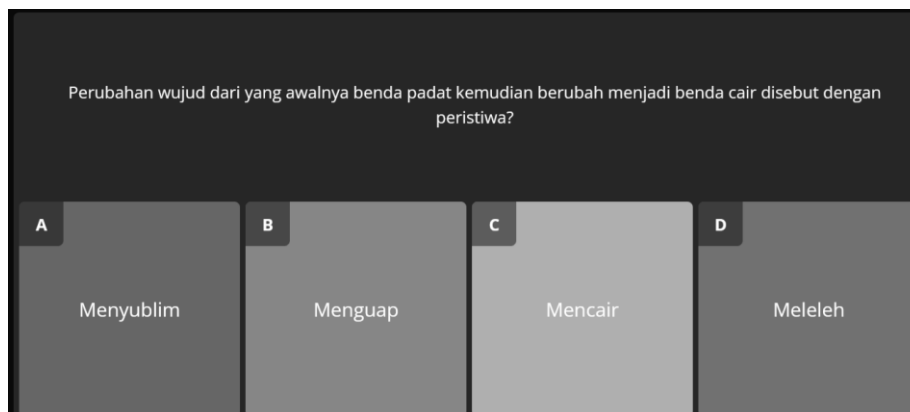


Figure 2. Quizizz display on projector

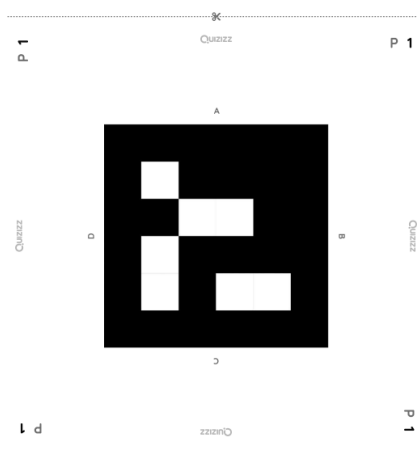


Figure 3. Learner barcode paper display

The second stage is implementation. The learning process is carried out by the PBL learning model with stages of the orientation of learners to problems, organizing students to learn, guiding group investigation, developing and presenting results, and analyzing and evaluating the problem-solving process. As for the use of paper mode quizizz media, it is carried out at the group investigation stage after the experimental process and in the closing activity to work on individual evaluation questions.

The process of implementing learning with paper mode quizizz media is carried out with the following steps: 1) The teacher prepares projectors, computer devices, smartphones, and barcode paper for each student with notes: if the questions are intended for groups, then one

group only uses one different barcode paper, if the questions are intended for each student, then each student uses different barcode paper. 2) The teacher connects the quizizz on the computer device with the one on the smartphone. 3) The teacher clicks "start" on the smartphone, and automatically, the screen displayed on the projector will change and display the questions and answer choices that learners must answer. 4) Learners answer according to the answer barcode. 5) The teacher scans each group/learner's answer. 6) The teacher stops scanning, and a dashboard of each student's achievement appears along with the answer key.

The next stage is the observation stage, which is used to observe the level of student motivation, according to Uno (2014). Observational data shows that students seem to release the desire and desire to succeed, always ask about the difficulties they experience as an effort to encourage them to meet their learning needs, diligent in facing tasks, tenacious in facing difficulties, attracting students' attention to learning, happy to find and solve problems.

After observing, the researcher calculated the percentage according to the indicators of learning motivation. After calculation, the percentage value of the level of learning motivation for grade IV SD Negeri 1 Manislol at the stage of cycle one was obtained, namely that 35% of students' learning motivation was on high criteria, 41% was on medium criteria, and 24% was on low criteria. So, from the pre-cycle stage to the cycle 1 stage, students experience increased learning motivation.

Table 5. Percentage of Learning Motivation Cycle 1

No	Learning Motivation Criteria	Pre Cycle		Cycle 1	
		Frequency	Percentage	Frequency	Percentage
1	Tall	0	0%	6	35%
2	Keep	5	29%	7	41%
3	Low	10	59%	4	24%
4	Very Low	2	12%	0	0%

The results of the implementation of cycle one classroom action research using paper mode quizizz media show an increase in learning motivation. The results of this study are by Fauziah and Hadi's (2023) research that paper mode quizizz media can increase learning motivation and positively impact students. Paper mode quizizz media can motivate students to be more active in solving questions and willing to work together between groups (Zarkasi et al., 2023). Therefore, the focus for cycle 2 is to increase further the motivation of students to learn so that the percentage of criteria for solving questions can increase even more significantly than other criteria.

Cycle 2

Based on data collection from reflection results in cycle 1, the next step is to plan class actions for the next cycle. Researchers make plans for teaching modules, LKPD, media, and questions stored on media quizzes. However, quizizz questions are different and more complex, so learners can improve group discussions and practice solving problems.

The implementation process still uses the PBL (*Problem-Based Learning*) model with demonstration, experiment, assignment, and question-and-answer methods. Methods and models are adjusted to the material's content and the availability of learning facilities. The difference between the implementation of cycle one and cycle 2 is in the pattern of place when answering questions on Quizizz after experimenting. In cycle one, the teacher does not set the place for students when answering questions using barcode paper. It hinders the scanning of answers and time, and some students feel annoyed because their friends cover them. In cycle 2, the teacher makes rules for the place so that all students' barcode paper (answers) can be scanned, and learning is more comfortable so that each student can focus on solving problems.

After implementation, the following process is to make observations assisted by the research observer using the same indicators as the previous cycles. Then, calculations are carried out using a formula to produce the percentage that there is an increase in student learning motivation in cycle 2. The percentages show that 65% belong to the high criterion and 35% to the medium criterion.

Table 6. Percentage of Learning Motivation Cycle 2

No	Learning Motivation Criteria	Pre Cycle		Cycle 1		Cycle 2	
		F	%	F	%	F	%
1	Tall	0	0%	6	35%	11	65%
2	Keep	5	29%	7	41%	6	35%
3	Low	10	59%	4	24%	0	0%
4	Very Low	2	12%	0	0%	0	0%

Based on class actions from the pre-cycle stage to cycle 2, there is an increase in the learning motivation of grade IV students of SD Negeri 1 Manislol. In the pre-cycle stage, two students are included in the shallow criteria, ten in the low criteria, and only five in the medium criteria. However, after being given action in cycles one and 2, 11 students were found on the high criteria and only six on the medium criteria.

Table 7. Comparison of Learning Motivation

Category	Pre Cycle	Cycle 1	Cycle 2
Lowest Score	7	13	16
Highest Score	19	23	24
Average	50%	78%	84%
	Low	Keep	Tall

Based on the table, it can be seen that in the pre-cycle stage, the average student learning motivation was 50% with the low category, then increased in cycle 1 with an average of 78% with the medium category, and in cycle 2, it increased again with an average of 84% with the high student learning motivation category.

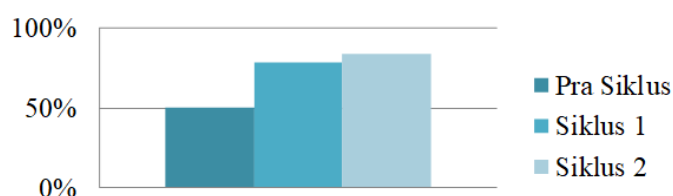


Figure 4. Learning Motivation Graph

The graph shows increased student learning motivation from the pre-cycle stage, cycle 1 to cycle 2. Most students can meet the indicators of learning motivation. Paper mode Quizizz learning media for grade IV students of SD Negeri 1 Manislur can help improve the quality and achievement of learning objectives; this is evidenced by the increase in student motivation to be actively involved in having passion, encouragement, perseverance, tenacity in solving problems on questions and interest in learning in class.

Based on this series of classroom action research, many literature reviews reveal similar results, including research from Fitriyana, Sholehudin, and Setiyono (2023), that using Quizizz as a medium for implementing learning evaluation can increase student learning motivation. Furthermore, the research results from Rini and Zuhdi (2023) show that paper mode quizizz media can help students understand the material and improve student learning outcomes. Then it was also revealed that paper mode quizizz media could increase student learning motivation (Khasanah et al., 2023).

CONCLUSION

Based on the results of this classroom action research, it was concluded that applying paper mode quizizz media in grade IV SD Negeri 1 Manislor in Natural and Social Sciences subjects can increase student learning motivation. This is evidenced by the increase in learning motivation starting from the pre-cycle stage before the action; there are two students (12%) included in the deficient category, ten students (59%) in the low category, and only five students (29%) in the medium category. In cycle 1, 4 students (24%) were found in the low category, seven students (41%) in the medium category, and six students (35%) in the high category. Then, in cycle 2, we obtained the results of 11 students (65%) in the high category and only six students (35%) in the medium category. From the data from the study, using the Quizizz media teacher paper mode can increase the motivation of students to be excited to do tasks and solve problems on questions in groups and individually.

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