The Use of Quizizz Media to Increase Students' Interest in Learning Science at Primary Schools

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ABSTRACT

Learning media must be used to improve the quality of learning in the digital era. Learning media can inspire and motivate students to learn which will later increase students' interest in learning. This research aims to increase the learning interest of class IV students using learning media in the form of Quizizz. This type of research is Classroom Action Research, with the research subjects being class IV students, totaling 15 children, 6 girls, and 9 boys. Using instruments in the form of observation data, evaluation tests, and interviews. The Classroom Action Research design was carried out in 2 cycles with each cycle going through the stages: (1) Planning, (2) Implementation of Action, (3) Observation, and (4) Reflection. The results of this research show that the learning interest in fifth-grade increases by using Quizizz media. Based on the results in cycle I, without using the Quizizz application, the % of student's interest in learning was 59.64%, classified as in the medium category. Meanwhile, in cycle II, with the implementation of the Quizizz application, the percentage of interest in learning increased to 74.29%, entering the high category. This increase proves that the use of Quizizz interactive learning media is effective in increasing students' interest in learning. Therefore, implementing Quizizz in the learning process is an effective strategy for teachers to increase students' interest in learning in fifth-grade.

Keywords: Science**,** Students' Interest, Quizizz

INTRODUCTION

Education according to (Rahman et al., 2022) is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble moral intelligence, as well as skills needed by themselves and the public. In the learning process, teachers have an important role in creating learning conditions that involve students in an active role and require the teacher's ability to apply varied learning models, so that students can achieve the expected results (Siswanti, 2019); (Suardi, Dimas, et

al., 2023). (Ahmad & Babo, 2024). The success of students in the learning process depends on the teacher's ability to choose learning strategies that can actively involve students so that their thinking abilities will also develop. Education can determine a nation, therefore teachers have a role in organizing classes as part of the learning process that will achieve quality education (Nopiana, 2014).

Effective learning will be realized by paying attention to several factors, one of which is student learning motivation and teacher creativity in providing teaching ideas. With high levels of learning motivation and teacher creativity, this will increase the success of quality learning objectives. However, in reality, high motivation does not determine the level of success. So teachers must face challenges to motivate, foster interest, and be able to maintain students' attention to focus on learning material. Teachers must have creativity in creating students' curiosity and interest so that they can motivate students. (Pramugita et al., 2023).

The increasingly rapid development of information technology in the current era of globalization cannot be separated from its influence in the world of education. Global demands require the world of education to always adapt to technological developments to improve the quality of education. Improving educational performance in the future requires information systems and information technology which not only function as supporting facilities but as the main weapon to support the success of the world of education so that it can compete in the global world (Budiman, 2017). (Jamiatul Ilmi & Irman, 2023). With the development of technology, it is hoped that educators can also utilize technology as a learning medium so that the learning process can encourage students to be more active and the learning process in class to be more enjoyable.

Technological developments in the field of science are increasingly encouraging renewed efforts to apply technology in the learning process to make it more effective. This requires that educators be able to use technology and media to support the 21st-century learning process. The development of increasingly sophisticated technology requires teachers to be more creative and innovative in arranging learning activities. In this era of sophisticated technology, conventional learning is starting to be abandoned and switching to more relevant learning models. Teachers must be able to adapt to electronic-based learning media. (Hari Naredi et al., 2022)

Learning media are all tools that can help achieve learning goals. In line with this definition, Newby, et al. (2006: 308) define learning media as a communication channel that carries messages with objectives related to learning which can be in the form of methods or other tools with which information can be conveyed or experienced by students, the condition of the classroom or surrounding environment, student concentration and experience (Tarigan, 1985: 44-47). Through the use of technology-based learning media, it is hoped that it will be able to help students absorb lesson material information well and be able to attract students to learning. (Muhammadiyah, 2014) One of the many technology-based learning media is Quizizz. Quizizz is a website-based platform that presents interactive quizzes to be a fun assessment aid and evaluation tool for students. (Ananda Afriyan Wahyu & Rahman, 2023)

Quizizz is an application in the form of an interactive quiz that is considered to be able to attract students because it replaces the old method of quizzing which only involves paper and pen but consists of questions created by someone on Quizizz for other people to do by entering a joining code. Quizizz is an application that can help teachers create quizzes that students can take together with the available code. Students join by opening the Quizizz.com application and entering the game code along with their names. It can also be used without the help of a projector because players see the question-and-answer options on their screen. (Prayogi et al., 2023).

Various studies related to the use of the Quizizz application show the benefits obtained, illustrating that Quizizz can improve each student's competency and student skills. The use of Quizizz learning media is an effort to accommodate the problems of learning media in Indonesia which cannot be applied conventionally with other learning based on information technology and computers. Quizizz media can help encourage students' interest in learning. The use of the Quizizz application as a learning medium is included in the learning pattern category number 3, which places the media as a component of the learning system on an equal footing with other components. The Quizizz application has advantages that can be easily utilized in addition to learning media, as well as learning evaluation materials, for example, there are data and statistical calculations of student performance, the results of which can describe the extent of students' understanding of the material, which will later become a measuring material for learning evaluation. overall. (Rajab, 2020).

According to the Ministry of Education and Culture (2022), through the Independent Curriculum Pocket Book, it is stated that science and social studies subjects are combined into Natural and Social Sciences (IPAS) subjects. Science subjects require students to memorize and understand the material. Memorizing a lot of material makes students feel bored studying. Generally, teachers use the lecture method in delivering material, but teachers also have not implemented a particular learning model. This is the reason why students are less interested in paying attention to the teacher when explaining the material. Lack of student attention has an impact on students not concentrating during the learning process. (Hastiwi et al., 2023).

IPAS is an integrated study that guides students to develop the capacity to think critically and rationally. Learning with the IPAS concept is trying to provide experience and improve abilities (Anggita et al., 2023). The main focus to be achieved from science and science learning in elementary schools is not only the amount of material absorbed by students, but also that students can utilize the knowledge they have. With science learning, it is hoped that students can understand, appreciate, and apply their knowledge to the surrounding environment. In implementing science and science learning in the independent curriculum, maximum teacher readiness is very necessary, apart from handbooks, teachers must be able to develop other assistants as complementary support, especially in aspects of learning activities, teachers can independently develop their creativity in learning. (Rahmayati & Prastowo, 2023).

Success is the main thing that every teacher strives for in the teaching and learning process at school. It is a satisfaction in itself if a teacher can provide or present lesson material to students with little time and simple media that can provide meaningful learning for students. Learning activities require interest in learning, participation, and interactive communication between teachers and students. Success in the learning process is proven by understanding concepts, and mastery of the material and when an evaluation is carried out at the end of the lesson, it shows excellent interest in learning. Many components support the success of the teaching and learning process, including teachers, students, methods, and learning media. (Dyah & Arini, 2022).

One of the conditions for a successful learning process is that teachers use appropriate learning resources to help students learn and arouse their interest in learning further. Interest in learning is the tendency to feel happy, and enthusiastic, pay attention, and have a goal to achieve a goal (Sirait, 2016). (Erianto, 2017). Interest is a condition where someone has attention to something and is accompanied by a desire to know and learn or need further information. Interest related to learning can generate attention, and concentration and reduce learning boredom in students, thereby strengthening the cultivation of the material. (Erianto, 2017). Interest in learning is a feeling of preference, a feeling of interest (Slameto, 2010). Namely interest in learning, attention to learning, motivation to learn, and

knowledge. Interest in learning is defined as someone interested in a lesson and will have a feeling of interest in that lesson. He will study diligently and continue to understand all the knowledge related to this field, he will take lessons with enthusiasm and without any burden on himself. (Nurhasanah & Sobandi, 2016).

Hidi and Renninger believe that interest influences three important aspects of a person's knowledge, namely attention, goals, and level of learning (Wang & Adesope, 2016). In contrast to motivation as a factor driving knowledge, interest is not only a factor driving knowledge but also a factor driving attitudes (Hidi, 2006). Furthermore, the definition of interest in learning is an attitude of obedience to learning activities, both regarding planning study schedules and taking the initiative to carry out these efforts seriously (Olivia, 2011). (Erianto, 2017). Students' learning interests can vary depending on many factors, such as personality, environment, and the material being taught. Students who have a high interest in learning will tend to be more motivated to learn and achieve better achievements than students who have a low interest in learning.

According to Marina Saputri, et al (2022), students' lack of interest in learning is characterized by the condition that students' learning activities tend to be low and monotonous, indicated by students preferring to be lectured, very few students are willing to ask questions, few students can answer questions, and Examples of lesson material provided by teachers are still not related to the student's daily living environment. Even though interest in learning is one of the things that is very necessary in the world of education (Buulolo, 2024). To raise students' interest in learning about science subjects, of course, supportive learning media is needed.

Research (Azzahra & Pramudiani, 2022) states that the Quizizz media has proven successful and is suitable for application in learning because its use can generate greater interest in learning for students participating in learning. Apart from that, research (Yolanda & Meilana, 2021) states that the use of the Quizizz application has proven its influence on the learning process. This application is suitable for application to students because by using it, students are motivated to give the correct answers, this proves that students are interested in learning. In research (Listyoningrum et al., 2023) it is also stated that the use of Quizizz as an interactive media increases students' interest in learning in mathematics lessons, students appear active in learning, focus students' attention longer in learning, students feel happy participating in learning and a sense of interest arises. in learning if you use Quizizz with the lesson feature. Other research from (Apk et al., 2024) states that the Quizizz learning media can influence the increase in interest in learning of class XI TKRO students at SMK Muhammadiyah 7 Gondanglegi in the subject of light vehicle chassis. There is a difference between classes that use Quizizz and classes that do not use Quizizz, enthusiasm for learning can be seen in classes that use the Quizizz application.

Based on observations made by researchers over two days, on 3-4 June 2024, in class IV at SD Negeri Mojorejo 02, it was found that students' interest in Natural and Social Sciences (IPAS) lessons was quite low. For this reason, this research aims to increase students' interest in learning through the use of technology-based learning media in the form of Quizizz in Natural and Social Sciences (IPAS) subjects with material on Indonesian Cultural Diversity. With that, researchers are interested in studying more deeply "The use of Quizizz Media to increase students' interest in learning in elementary school science and science learning". It is hoped that the results of this research can be used as a reference source for teachers in overcoming learning problems in the classroom.

RESEARCH METHODS

This research is a Classroom Action Research (PTK) method. The place used by researchers in conducting research is SD Negeri Mojorejo 02. This school is one of the elementary schools located at Sambilutung, Mojorejo Village, Bendosari District, Sukoharjo Regency. This research was conducted on 3 June and 21 June 2024. Data collection for cycle 1 was carried out on Wednesday 5 June 2024. Data collection for cycle 2 was carried out on Tuesday 18 June 2024. The students in this research were from class IV of SD Negeri Mojorejo 02 Academic Year 2023/ 2024, totaling 15 students. Because class IV students have a low interest in learning in Natural and Social Sciences (IPAS) subject content and unsatisfactory learning outcomes, it can be seen from the evaluation results that class IV students only reach less than 65. Classroom Action Research (PTK) is a real activity carried out by teachers to improve the quality of learning in their classes.

The data collection techniques used in this research are observation, evaluation tests, and documentation. Observation is observing and recording objects that are focused on certain behaviors. According to Gordon E Mills (2003) in Haris Herdiansyah (2013: 131) states that observation is a planned and focused activity to see and record a series of behaviors or the running of a system that has a specific purpose, as well as uncovering what is behind the emergence of behavior and the basis of a certain system. The observations in this research aim to collect data about students' interest in learning in class (Erianto, 2017). Tests are used to assess the results of lessons given by teachers to students after learning activities have taken place. The test used in this research is objective in the form of multiple choices. This documentation is in the form of photos of learning activities using Quizizz media.

RESULTS AND DISCUSSION

This research was carried out at SDN Mojorejo 02, especially in class IV which consisted of 15 students. Before starting the classroom action research, the researcher made observations from June 3 to 4 2024 to evaluate the students' initial conditions. Initial observation results showed the following: First, students seemed less interested in science lessons, many of them seemed lazy, chatting with friends and moving around in class. Second, students have difficulty understanding the subject matter because they pay less attention when the teacher explains, which is caused by their low interest in learning. Third, when given practice, students tend not to do assignments independently, they prefer to cheat or see friends' answers that are not necessarily correct. Fourth, teachers have not implemented innovative learning methods that suit the characteristics of the subject matter. The methods used are still monotonous and teacher-centered, and learning strategies have not been implemented effectively. Lastly, teachers have not used learning media that are interesting and can increase students' interest in learning. The only learning media currently available is class IV science textbooks.

Before starting the learning cycle, the researcher carried out an initial diagnosis. Researchers conducted interviews to identify existing problems. In the pre-cycle stage, researchers interviewed the class IV homeroom teacher at SD Negeri Mojorejo 02 Bendosari, Sukoharjo Regency. Based on interviews with Mrs. Yekti, it is known that learning in class IV at SD Negeri Mojorejo 02, especially in Natural and Social Sciences (IPAS) lessons, is still carried out conventionally. The learning method used focuses more on teaching by the teacher through lectures. As a result, students tend to feel bored and less interested in lessons, so their interest in learning is still low.

Cycle I is the first cycle in the research which involves teacher interaction with students in identifying and finding problems and looking for the best solutions. The first step is the planning stage. In the planning stage in cycle I, researchers and teachers develop plans to identify and solve problems in the learning process and find appropriate solutions. In its implementation, there are problems in

learning Natural and Social Sciences (IPAS), especially due to students' lack of interest in the material due to limited learning media. Therefore, the planning steps in cycle I include: 1) Developing a teaching module about the diversity of Indonesian culture, 2) Preparing learning media in the form of interactive videos on YouTube, and 3) Providing student worksheets. Second step, Implementation stage At this stage, activities are carried out using the Problem-Based Learning learning model, which includes: 1) The teacher conducts apperception, 2) The teacher delivers learning material through video media and PowerPoint presentations, 3) The teacher divides students into small groups to complete the Student Worksheet (LKPD), 4) Students present the results of their LKPD, where the teacher provides feedback and reinforcement. At the end of the session, the teacher reflects and concludes the lesson. In the next step, the Observation stage, Based on the results of observations in cycle I, the majority of students showed enthusiasm for the learning media used, such as PowerPoint and interactive YouTube videos. Some students were proven to understand the material more quickly and respond to the teacher's questions. During the discussion, interaction between students went well, they were able to express their opinions and present them in front of the class smoothly. The final step, Reflection, through observations during the learning process carried out in cycle I, shows that students are interested in learning as evidenced by students being quicker in understanding the material and responding to questions from the teacher compared to using the lecture method.

In cycle II, the learning stages are carried out with learning improvement actions that have been carried out in cycle I so that students' interest in learning increases. The results of cycle II Natural and Social Sciences (IPAS) lessons on Indonesian Cultural Diversity material using Quizizz in the first step, the planning stage. In the planning stage of cycle II, it is carried out based on the results of reflection from cycle I learning. After implementing cycle I, cycle planning II focuses on the use of interactive learning media, especially the Quizizz application. Planning steps include: 1) Developing Natural and Social Sciences (IPAS) teaching modules with material on Indonesian Cultural Diversity, 2) Preparing interactive learning media in the form of Quizizz, and 3) Providing questionnaire sheets to measure students' interest in learning. The second step, the planning stage, at the core activity stage using the Problem-Based Learning (PBL) learning model consists of 1) The teacher provides apperception, 2) The teacher provides learning material using YouTube video media, 3) The teacher forms small groups to work on the LKPD, 4) Students present the results of the LKPD and the teacher provides reinforcement. In the final activity 1) The teacher gives a formative test as an evaluation using the Quizizz application, 2) The teacher provides reflection and closing of the learning. In the next step, the Observation stage, Based on the results of observations in cycle II, it was seen that there was an increase in students' interest in learning in Natural and Social Sciences (IPAS) lessons with material on Indonesian Cultural Diversity. This increase is reflected in the enthusiasm and interest of students during learning using the Quizizz application, which is considered more active and interesting. Apart from that, the results of the questionnaire also showed an increase in students' interest in learning in cycle II. The final step, the reflection stage, through observations of the learning process carried out by researchers in cycle I and cycle II shows that students' interest in learning, including interest and enthusiasm, has increased compared to the previous cycle. Improvements implemented after cycle I had a positive impact on the overall quality of learning. Reflections in cycle II show that students increasingly understand and adapt to the use of videos and the Quizizz application in learning. As a result, there was a significant increase in student activity and enthusiasm in class.

Students' interest in using interactive learning media in the form of Quizizz

In implementing Classroom Action Research, there was an increase in interest in learning with the use of Quizizz media in cycles I and II. Based on the results of filling out the learning interest questionnaire which was used as a measuring tool, researchers compared students' initial interest

before and after treatment. The results show that almost all students show enthusiasm for using the interactive media quiz.

In the first cycle of activities carried out on June 5, 2024, the percentage of students' interest in learning using Quizizz media was recorded at 59.64%. This shows that the average learning interest of class IV students in cycle I is still at a medium level.

Table 1. Description of Learning Interest Indicators in the form of percentages for Cycle I

Indicator	Percentage
Attention	57,14%
Interest	64,29%
Involvement	60,00%
Joy	57,14%
Average	**59,64%**

In the second cycle of activities carried out on June 18, 2024, the percentage of students' interest in learning using Quizizz reached 74.29%. It shows that the average learning interest of class IV students in cycle II has increased to a higher level.

Table 2. Description of indicators of interest in learning in the form of percentages for cycle II

Indicator	Percentage
Attention	70,00%
Interest	81,43%
Involvement	74,29%
Joy	71,43%
Average	**74,29%**

From the table above, it can be seen that the overall percentage of class IV students' interest in learning at SD Negeri Mojorejo 02 Sukoharjo Regency in cycle I, without using the Quizizz application, was 59.64%, which is included in the medium category. Based on these results, students' overall interest in learning is in the medium category. However, in cycle II, where the Quizizz application was used, the percentage of total interest in learning for class IV students increased to 74.29%, which was categorized as high. These results show that the majority of students feel more interested in learning by using the Quizizz application. Students show greater enthusiasm when evaluation assignments are given through this application, and they like the teacher's approach of utilizing the Quizizz application for evaluation.

The use of the Quizizz application in Natural and Social Sciences (IPAS) lessons has proven to be effective in increasing students' interest in learning. The analysis shows an increase from cycle I to cycle II, with an increase of 14.65%, which can be rounded up to 15%. This increase shows that students are more interested in learning in cycle II which uses Quizizz media. Students show high enthusiasm in taking quizzes and evaluations using this application. A significant increase of 15% indicates that the Quizizz application as a learning evaluation medium helps increase interest in learning, including enthusiasm, active involvement, and enjoyment of students in class IV of SD Negeri Mojorejo 02, Sukoharjo Regency.

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CONCLUSION

The research carried out was Classroom Action Research implementing two learning cycles using qualitative descriptive methods, which aimed to determine the application of the interactive learning media Quizizz in increasing the learning interest of class IV students at SD Negeri Mojorejo 02 in learning Natural and Social Sciences (IPAS) on Cultural Diversity material. Indonesia.

Interest in learning in this research is in the very high category. Interest in learning is measured using four indicators, namely interest in learning, attention to learning, involvement, and enjoyment. Interest in learning has a positive and significant effect on learning outcomes. Thus, an increase in interest in learning will be followed by an increase in learning outcomes. This means that the better the student's interest in learning, the better the impact on student learning outcomes.

Based on the research that has been conducted, it can be concluded that the use of Quizizz learning media contributes to increasing students' interest in learning. In cycle I, students tend to pay attention to the material but are less enthusiastic in the learning process. On the other hand, in cycle II, students showed increased activity and enthusiasm, thanks to the application of the Quizizz application as an evaluation tool. In cycle II, students are more focused on learning, feel happier and more interested in learning media, and are active in answering questions.

This result is in line with the percentage of questionnaires given to students. In cycle I, without using the Quizizz application, the percentage of students' interest in learning was 59.64%, which was classified as medium. Meanwhile, in cycle II, with the implementation of the Quizizz application, the percentage of interest in learning increased to 74.29%, entering the high category. This increase proves that the use of Quizizz interactive learning media is effective in increasing students' interest in learning. Therefore, implementing Quizizz in the learning process is an effective strategy for teachers to increase students' interest in learning in class IV at SD Negeri Mojorejo 02, Sukoharjo Regency.

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