Virtual learning and student's motivation: implementation the "game ranking 1st" through quizizz

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DOI: 10.18326/attarbiyah.v5i2.81-90

Abstract

The study focuses on the implementation of the "Game Ranking 1st" method to increase student learning motivation in the subject of Islamic Religious Education at SMPN 3, Pare, Kediri. Through this learning method, the online teaching and learning process is expected to be learner-centered, while the teacher acts as a guide. This study uses qualitative approaches and descriptive methods. Data Collection techniques through interviews, observation, and documentation. The informants involved in this study were a teacher of Islamic Religious Education and several students at grade VII of SMPN 3 Pare, Kediri. The result of this study indicates that: 1) The application of the "Game Ranking 1st" method in Islamic Education is implemented in stages; preparation, in the form of checking attendance and presenting learning steps; implementation, by providing the *Quizizz* web link along with the code to students; and evaluate learning outcomes. 2) Through the "Game Ranking 1st" method, student's intrinsic motivation is increased marked by their enthusiasm and high interest in learning, along with extrinsic motivation, they are attracted by the stimulus provided by the teacher in the form of value rewards and praise, and punishment in the form of adding questions and assignment.

Keywords: "game ranking 1st", *quizizz*, learning motivation

INTRODUCTION

The good classroom management by teachers will also lead to good educational interactions between teachers and students. Likewise, the learning objectives to be achieved will be easily fulfilled effectively and efficiently. In teaching, teachers rarely use one method, because teachers realize that all methods have weaknesses and strengths (Djamarah & Zain, 2013). In fact, learning is not limited to gaining knowledge, but a process that a person goes through to find meaning in him/herself. These results can be in the form of learning experiences of students directly such as writing, reading, seeing, counting, listening, imitating and so on (Sardiman, 2013). The changed experiences by students are not only from the increase in knowledge, but also in terms of skills, interests, attitudes, skills, thinking power, understanding and others (Nasution in Isti'adah, 2020).

In addition, learning will be very interesting if you use a playful approach. If the teacher can understand the definition of playing well, then when the teacher helps the student learning process, indirectly it also raises learning motivation in students. Along with the increasing of student motivation to learn, the learning objectives will not be difficult to achieve. The existence of motivation to learn in students, indirectly will make students aware of achieving learning goals by themselves, without the need for coercion by teachers on students to achieve these goals. In this case, the teacher only needs to provide external stimulation so that self-motivation grows in students.

The teaching method of teachers that only delivers material through the lecture or exposure method causes fatigue, drowsiness, boredom for students, so that student motivation in Islamic Education lessons is reduced and students tend to ignore these lessons. Therefore, more innovative strategies, methods and media are needed in the learning process. Teachers can modify the learning methods, so that what was stressful for students becomes fun, active, and creative. Fun learning methods can arouse student motivation to learn and be active in the teaching and learning process (Maesaroh, 2013). Through the quiz game method, the teaching and learning process can be centered on students, so that teachers are expected to be able to master learning by collaborating methods and making learning not only for memorization but also understood and meaningful in everyday life.

Based on the researcher's preliminary observations of Islamic Education (PAI) teachers at SMP Negeri 3 Pare on February 3, 2020, it was found that teachers used the lecture method more in learning, even though the characteristic of the 2013 curriculum was a curriculum that required active students. This happens because of the many targets that must be achieved in a limited time so that teachers rely on the lecture method as the fastest method for completing subject matter (Fauziyah, 2019). This causes a lack of interest and low student motivation.

Based on this experience, the teacher then tried a different method, namely "Game Ranking 1st". Because this method can be applied in all subjects and for all ages of students. However, if it is used for elementary level children, this method needs to be accompanied by good classroom management so that no rising the noise occurs (Djamarah, 2010). This game acts as an incentive so that students want to do activities that are more active and enthusiastic, so that two important factors can be raised, namely intrinsic factors and extrinsic factors. Students are expected to be able to develop intrinsic factors in the form of learning motivation, desire to succeed, and encouragement of their learning needs, as well as expectations of their goals. Meanwhile, extrinsic factors are the existence of rewards, a conducive learning environment and interesting learning activities. One of the educational games used in this study is "Game Rank 1st". This game is a game adopted from an educational quiz program broadcast on a private television. "Game Ranking 1st" is an educational game method that is presented with a different and entertaining packaging. Through the "Game Rank 1st", students are required to think quickly in writing answers as well as train their concentration on understanding the material.

Similar research has also been conducted by Tyas. In her research, she raised the Billboard Ranking method to see the effectiveness of this method on student motivation in science subjects. The conclusion results show that students become active in teaching and learning interactions in class (Tyas, 2016). The Billboard Ranking method is very effective when it is done conventionally face to face in class. In contrast to this research, researchers here are trying to see the effectiveness of the "Game Ranking 1st" method by utilizing increasingly developing gadget technology, especially in conditions of distance learning as it is today.

Based on the description above, the low learning motivation of students in Islamic Education subjects can be overcome by the teacher, one of which is by applying the "Game Ranking 1ˢᵗ" method. Therefore, researchers are interested in seeing how teachers implement the ranking 1 game method; and how these methods can increase student motivation.

METHOD

This research used a qualitative approach with descriptive research type. It means that the data that has been collected is not in the form of numbers, but rather words and notes from interviews, field notes, personal documents, memo notes, and other official documents. The main data sourced in qualitative research is words, and the rest of the actions are additional data such as documents and others. In this regard, the types of data are divided into words and actions, written data sources, photos and statistics (Moleong, 2011). This research took the research location at SMPN 3 Pare Kab. Kediri, East Java. Data collection techniques through interviews, observation and documentation. The data source samples in qualitative research was purposive and snowball. Purposive means that the data source is selected based on certain considerations or specific objectives. Snowball means that more and more data sources are used (Sugiyono, 2014). So that the informants involved in this study were the teachers of Islamic Religious Education and all grade VII students of SMPN 3 Pare. Researchers involved Islamic education teachers and students as part of this study because they were doing remote teaching and learning activities. Researchers are limited to observing and analyzing the effectiveness of the "Game Ranking 1ˢᵗ" method on these learning activities. Meanwhile, the data analysis technique uses data reduction, data presentation and the conclusion of the Huberman and Miles model (Bungin, 2003).

RESULTS AND DISCUSSION

Implementation of "Game Ranking 1ˢᵗ"

The learning method is a concept compiled by the teacher in teaching and learning activities, which is expected to help achieve the expected learning objectives (Majid, 2016). Learning methods are also defined as a medium for transformation in

learning, so that the competencies expected in learning can be achieved (Maesaroh, 2013). In the theory above, it is also stated that in increasing the success of learning Islamic religious education there must be a learning concept. For this reason, Islamic religious education teachers at SMPN 3 Pare use various methods and means of learning in transforming their knowledge, one of which is using the "Game Ranking 1st" or game method with *Quizizz* to increase student learning motivation.

In the distance learning process, the teacher prepares student presence and learning materials that will be used in the "Game Ranking 1st" method using Quizizz along with learning steps. Then the teacher prepares a quiz in the form of a game on the topic of faith in angels, then shares the link with the students. So, in this case, the task of a student is to start learning on the *www.Quizizz.com* website provided by the teacher, then students enter their respective codes and names. Then they do the quiz according to the specified time. Readiness is needed in the teaching and learning process because in a ready condition student will tend to find it easier to follow the learning (Mulyani, 2013).

At the evaluation stage, the teacher knows the student learning outcomes through the number of points the student gets after answering the questions in the quiz. The more correct answers, the more points you will get. These points will determine how many students will rank on the leaderboard. In addition, teachers can also monitor the learning process to evaluate student learning outcomes. By carrying out regular evaluations at a certain period, teachers can monitor the quality of education quality. Evaluation can also be used by the teacher as a measure of student understanding of learning material (Suryani, 2017).

The advantages of using the game method can provide a learning atmosphere that is more relaxed, relaxed and fun. The game method also fosters an interactive learning atmosphere, increases the spirit of competition, strengthens social solidarity, adds insight, and increases student enthusiasm for learning. Likewise, the ranking 1st game method presented in the *Quizizz* application. Teachers can use it as a learning method as well as learning evaluation media. In *Quizizz,* there are data and statistics on student performance where the results can be used as material for follow-up evaluation of learning. In addition, when the teacher uses this application, the teacher indirectly provides opportunities for students to learn outside the classroom, presenting creative,

challenging, and fun games. This kind of learning process will foster the motivation of students (Aini, 2019).

While the disadvantages of using the game, method include teachers need time-consuming preparation. Supporting facilities such as internet networks must be strong. Teachers need a lot of reference material because the presentation of the quiz must be varied. The teacher must set the duration of time for students to answer the quiz questions. As well as differences in students' thinking abilities.

From the explanation above, between the application of the "game ranking 1st" game method, the learning media and evaluation applied by the teacher are closely related to the enthusiasm and motivation of student learning. Therefore, distance learning with the "ranking 1st" game method through the Quizizz application, teachers can apply it to Islamic Religious Education subjects and make these subjects interesting because they are presented in the form of a quiz game.

Increasing Learning Motivation Through The "Game Ranking 1st".

Motivation to learn is a person's strength (energy) which can lead to a level of willingness to carry out an activity. Willingness, both from within the individual (intrinsic motivation) and from outside the individual (extrinsic motivation), will determine the quality of the behavior he displays in learning to achieve certain goals (Suprihatin, 2015)

The factors that influence learning motivation includes a). Providing opportunities for students to express learning barriers they have experienced. b). Asking parents for opportunities to provide opportunities for students to actualize themselves in learning. c). Making use of environmental elements that encourage learning. d). Using time in an orderly, reinforcement and joyful mood is centered on learning behavior. e). Stimulate students by giving confidence that they can overcome all obstacles and are sure to succeed. f). Teachers optimize the use of students' experiences and abilities (Suprihatin, 2015).

Based on the research conducted, in increasing learning motivation using the "game ranking 1st" method, there are two forms of motivation, namely intrinsic and extrinsic motivation. Intrinsic motivation is found in the interests of students. Students will be motivated to learn if they have an interest in learning. Several ways that can be done to foster student interest include connecting the subject matter taught to the needs of

students, adjusting the material to the experiences and abilities of students, and using some learning models and strategies in a variety of ways (Emda, 2017).

The theory above is in accordance with the results of research on the seventh-grade Islamic religious education lesson at SMPN 3 Pare, in an effort to increase student interest in learning and motivation, namely by using the "Rank 1st game" learning method through Quizizz media. "Rank 1st" is an educational game that is presented with a different and entertaining packaging. Based on research conducted by researchers, it shows that the learning interest of grade VII students of SMPN 3 Pare is very high, they feel happy and are challenged to take part in learning through Quizizz. They learn on their own accord with joy and enthusiasm. In addition, through "the ranking 1st game", students are required to think quickly in answering questions and practice their concentration. This is consistent with Shalahudin's statement which states that learning motivation is influenced by two factors, namely intrinsic factors and extrinsic factors. Intrinsic factors include physical and psychological conditions, namely attitudes, talents, interests, intelligence, and cognitive abilities, while extrinsic factors include natural and social environments such as parental attention, curriculum, teachers, infrastructure, methods, facilities, administration, rewards and punishments (Nurhidayah, 2014).

Based on the research results, to increase students' extrinsic motivation, the teacher gives rewards and punishments. The purpose of giving rewards is to reinforce the right behavior and provide feedback to students who have done it right. Whereas punishment is a consequence that reduces the probability of a behavior occurring. Punishment is defined as the act of presenting unpleasant or unwanted consequences because of certain behavior. For example, the teacher's face scowls when students speak in class, and then the behavior decreases. So, the teacher's face is a punishment for the actions of students (Azis, 2016).

Rewards given by the teacher in the form of good grades can make students feel more confident in their abilities. The teacher also provides punishment in the form of additional questions as an effort to increase student enthusiasm for learning. Giving high marks will increase student motivation. However, giving numbers must be obtained from meaningful learning, so that it can increase student learning motivation and arouse student confidence in learning. This is in accordance with the results of Indah Sari's

research which found that there was an external stimulant associated with the willingness to learn. This situation is called extrinsic motivation. Learning motivation is said to be extrinsic when students place their learning objectives outside the factors of the learning situation. He learns because he wants to achieve goals that lie beyond what he is learning. For example, to achieve high numbers, diplomas, degrees, honors and so on (Sari, 2018).

Efforts to increase student motivation can be carried out in various ways, one of which is to provide opportunities for students to be involved in the learning experience (Alfansyur & Mariyani, 2019). In addition, to achieve good learning outcomes, one of the reasons is how the teacher applies the chosen method. An interesting method can increase student motivation. Islamic religious education teachers at SMPN 3 Pare use learning media through *Quizizz* to increase learning motivation for grade VII students.

CONCLUSION

The implementation of the "Game Ranking 1st" method through *Quizizz* to seventh grade students at SMPN 3 Pare Kediri has been able to overcome the problem of lack of student motivation. It was proven by their enthusiasm in answering quiz questions and competing for rank 1st. In the implementation of this method, there were stages carried out by the teacher, including the teacher prepares student presence and learning steps. The teacher shares the question link via the link www: *//Quizizz.com/join/* to students. The teacher evaluates student learning outcomes by utilizing the scores obtained by students in the *Quizizz* application. While in practice, this method has advantages and disadvantages. The advantages of the ranking 1st game method include the form of quizzes or games that make students happy and interested in competing and training their skills. While the weakness of this method is that it requires adequate preparation, supporting facilities such as a good internet network, and requires a variety of reference materials. The factors that influence the learning motivation of grade VII students at SMPN 3 Pare Kediri consist of intrinsic and extrinsic motivation. Intrinsic motivation in the form of their interest in learning and enthusiasm for learning of their own volition. Meanwhile, extrinsic motivation is in the form of pleasant learning conditions due to stimulation from outside the student, such as interesting methods, rewards in the form of grades or praise, and punishment in the form of additional assignments given by the teacher.

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