International Journal of Business and Quality Research

https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

Analysis Of Students' Learning Motivation Through Weekly Quizzes In Social Studies Among Eighth-Grade Students At Smp Negeri 11 Kota Bengkulu

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Abstract

This study aims to analyze the learning motivation of eighth-grade students through weekly quizzes in social studies at SMP Negeri 11 Kota Bengkulu. A descriptive qualitative approach was employed, with data collected through direct observation, in-depth interviews, and documentation. The research subjects were students of class VIII.D, selected purposively as a representative class for measuring learning motivation through weekly quizzes. Data analysis followed the interactive model of Miles, Huberman, and Saldana (2023), encompassing data reduction, data display, and conclusion drawing, supported by source triangulation and technique triangulation to ensure data validity. Results indicate that weekly quizzes effectively build and sustain student learning motivation across all eight indicators examined. These indicators include the desire and will to succeed, drive and need to learn, persistence in completing tasks, tenacity in facing challenges, interest in various learning issues, preference for independent work, consistency in learning beliefs, and enjoyment in seeking and solving problems. The two most dominant indicators are the desire and will to succeed and the drive and need to learn, which serve as the primary foundation driving students' learning processes. Triangulation with teacher interviews confirmed the consistency of these findings and revealed a high degree of alignment between student and teacher perspectives.

Keywords: Weekly Quizzes, Learning Motivation, Social Studies Learning

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INTRODUCTION

Education is the foundation for developing high-quality human resources. Learning motivation is an important factor determining students' success in the learning process. According to Sunarti (2021), learning motivation is the internal and external drive that encourages students to participate in learning activities in order to achieve desired goals. Highly motivated students tend to be more active, persistent, and enthusiastic and thus achieve better learning outcomes, whereas less motivated students tend to be passive and give up easily (Julita et al., 2025). At the junior high school level, learning motivation often faces challenges. Anita et al. (2024) state that junior high school students undergo significant physical, psychological, and social transformation during the transition to adolescence, so they often lose concentration and require special strategies to sustain their enthusiasm for learning. This condition is exacerbated in Social Studies (IPS), which students often consider boring because the material is memorization-based and its presentation lacks variety (Mahdalena et al., 2024).

One strategy that can increase learning motivation is the implementation of formative evaluation in the form of weekly quizzes. Febriana (2021) states that weekly quizzes differ from end-of-semester examinations because they are simpler, focus on current topics, and yield results that can be known immediately. Thoyyibah et al. (2024) show that regularly administered quizzes can increase students' desire to learn because they encourage students to be more active. Putri and Nofrion (2025) also demonstrate that interactive quiz media create a more active, engaging, and competitive learning environment.

Based on preliminary observations at SMP Negeri 11 Kota Bengkulu, students' responses to weekly quizzes vary. Some students show enthusiasm and increased learning motivation because they are stimulated to prepare themselves, while others remain passive and view weekly quizzes as a burden. This condition calls for an in-depth study of how weekly quizzes affect students' learning motivation in Social Studies at SMP Negeri 11 Kota Bengkulu.

RESEARCH METHODS

This study used a descriptive qualitative approach aimed at describing and analyzing the phenomenon of student learning motivation through weekly quizzes in Social Studies learning. According to Sugiyono (2023), qualitative research aims to understand the meaning behind behaviors, actions, and social processes in a natural setting. This approach

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allows the researcher to explore in depth the perspectives of students and teachers regarding the influence of weekly quizzes on learning motivation.

The study was conducted at SMP Negeri 11 Kota Bengkulu, located on Jalan Bandar Raya Rawa Makmur Permai, Muara Bangkahulu District, Bengkulu City, in February–March 2026. The research subjects were 33 students of class VIII.D at SMP Negeri 11 Kota Bengkulu. Class VIII.D was selected as the subject on the grounds that the class is representative for measuring student learning motivation in Social Studies learning using weekly quizzes.

Data were collected through three techniques: observation to observe student behavior during the administration of weekly quizzes; interviews with all students of class VIII.D and the Social Studies teacher; and documentation in the form of photos and weekly quiz results. Data were analyzed using the interactive model of Miles, Huberman, and Saldana (2023), comprising data reduction, data display, and conclusion drawing. Data validity was tested using source triangulation and technique triangulation.

This study used eight learning motivation indicators adapted from Julita et al. (2025) as a reference for data collection and analysis. The first indicator is the desire and will to succeed, which is elaborated through the sub-indicators of the desire to achieve high grades and the willingness to make maximum effort. The second indicator is the drive and need to learn, which encompasses the internal drive to continue learning on an ongoing basis. The third indicator is persistence in completing tasks, which is measured through students' diligence and responsibility toward the tasks assigned. The fourth indicator is tenacity in facing problems, which describes students' resilience when facing learning difficulties. The fifth indicator is interest in various learning problems, which is seen in the increase in students' interest in learning after the implementation of weekly evaluations. The sixth indicator is independence in learning, which encompasses students' learning independence and self-confidence. The seventh indicator is the ability to maintain learning beliefs, which describes students' consistency toward their learning beliefs and principles. The eighth indicator is the ability to enjoy the process of seeking and solving problems, which reflects students' satisfaction in the critical thinking process. These eight indicators served as the basis for the observations and interviews conducted with all research subjects.

RESULTS AND DISCUSSION

The results show that weekly quizzes proved effective in building and sustaining the learning motivation of class VIII.D students at SMP Negeri 11 Kota Bengkulu in Social Studies. These findings are described below according to the eight learning motivation indicators.

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On the indicator of the desire and will to succeed, all students of class VIII.D stated that they have a strong desire to achieve high scores through the weekly Social Studies quizzes. Students' motivations varied: most were driven by parents' expectations and concern about report card grades, some by the desire to prove themselves, and a small number by existing aspirations and academic interests. Feiyza Rizki Saputra stated, "I really want to get a good score on every Social Studies quiz because a good score reflects how hard I have worked." The Social Studies teacher confirmed that weekly quizzes serve as a regular and consistent external driver that gradually builds students' intrinsic motivation.

On the indicator of the drive and need to learn, most students stated that weekly quizzes are the main driver for studying Social Studies regularly. Students such as Cecely Purnama Sari admitted, "Weekly quizzes are my main push to open my Social Studies book regularly. Without quizzes, I probably would not open my Social Studies book every week." Meanwhile, a small number of other students already had strong intrinsic motivation before the quizzes were implemented because they genuinely like Social Studies and have aspirations related to the social sciences. Triangulation with teacher data confirmed a real change in students' study patterns, from cramming before exams to regular weekly study since the quizzes were implemented.

On the indicator of persistence in completing tasks, most students showed high persistence in completing Social Studies quizzes and assignments. Aurel Zaskiya stated that she always completes assignments on time because she makes a habit of doing them right after school. Cecely Purnama Sari regarded every quiz as an important test that must not be taken lightly. The teacher confirmed a very high level of punctuality in assignment submission. The small number of students who were less persistent were affected by external factors, namely heavy extracurricular schedules and fatigue, not by a lack of learning motivation.

On the indicator of tenacity in facing problems, almost all students did not give up immediately when they encountered difficult quiz questions. The strategies used varied: Giovanny Arianda Padusi skips difficult questions first and returns after completing easier ones, Feiyza Rizki Saputra reads questions repeatedly and looks for keywords, while Habib Kafi breaks complex questions down into simpler parts. Triangulation with the teacher showed very high agreement, in which both parties separately cited skipping difficult questions as the most common behavior, demonstrating the authenticity of this finding.

On the indicator of interest in various learning problems, all students showed increased or strengthened interest in Social Studies. For the majority of students, weekly quizzes created an interest that had previously been underdeveloped. Giovanny Arianda Padusi stated, "Weekly quizzes play a big role in increasing my interest in Social Studies. The

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more often I read and understand Social Studies material, the more I realize how interesting this subject is." For students such as Habib and Feridy who were already interested beforehand, the quizzes served to reinforce and structure their study routines. The teacher confirmed an increase in students' active participation, the frequency of questions in class, and efforts to seek additional references beyond the textbook.

On the indicator of independence in learning, most students prefer to study independently when preparing for quizzes, citing focus, efficiency, and suitability to their personal learning pace. Chantika Zolia Ananda stated, "When I study alone I can concentrate fully without distractions and decide for myself which parts need to be reviewed." Meanwhile, a small number of students prefer studying with friends because of the interaction and more enjoyable atmosphere. Triangulation revealed complementary perspectives: the habit of independent study at home encourages increased student activeness in class, as observed by the teacher.

On the indicator of consistency in learning beliefs, all students expressed a consistent belief that diligent study and conscientious participation in weekly quizzes will yield better results. Aurel Zaskiya stated, "This belief is not just theory; I have proven it myself. Every time I prepare seriously before a quiz, the result is always better." There is variation in the consistency of practice: some students keep studying even when tired, while others choose to rest first. Triangulation revealed the important role of the teacher in sustaining students' beliefs through post-quiz review sessions, a factor not explicitly mentioned by the students.

On the indicator of the ability to enjoy the process of seeking and solving problems, most students feel satisfaction and enjoyment when they successfully answer challenging quiz questions. Vanessa Rinjani stated, "Thinking long and hard to find the right answer makes the learning experience far more memorable and meaningful." Habib Kafi added that the critical thinking skills trained through analytical questions are very useful in real life. A small number of other students enjoyed analytical questions less because of time pressure and the uncertainty of subjective answers. Triangulation showed very good agreement: the teacher confirmed the same polarization between the majority who enjoy the challenge and a small number who are less comfortable.

Discussion

The findings of this study confirm that weekly quizzes proved effective as a formative evaluation strategy capable of building and sustaining the learning motivation of class VIII.D students at SMP Negeri 11 Kota Bengkulu in Social Studies.

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The two most dominant indicators are the desire and will to succeed and the drive and need to learn, because both are the initial foundation that drives the entire student learning process. This is in line with the view of Julita et al. (2025) that strong learning motivation can stem from a combination of intrinsic and extrinsic factors. Weekly quizzes serve as a regular external driver that gradually turns students' study habits into more routine and structured ones, in line with the findings of Nurmalia et al. (2021) that periodic evaluation encourages more active learning behavior through a reinforcement mechanism.

The variation in students' responses shows that learning motivation is complex and multidimensional. There is a difference between students with strong intrinsic motivation who keep studying even without quizzes and students who depend entirely on quizzes as an external driver. Differences in learning style (independent vs. group) also show that learning strategies need to accommodate the diversity of student characteristics. Nawir et al. (2025) assert that quizzes in Social Studies learning can increase students' fighting spirit and active participation, consistent with this study's finding that 29 of 33 students showed tenacity in facing difficult questions.

The teacher's role in sustaining student learning motivation also proved significant. The post-quiz review sessions, which students did not mention explicitly but the teacher confirmed, proved to be an important factor in helping students bounce back from unsatisfactory scores and maintain the belief that diligent study will bring positive results. Zonita and Nofrion (2024) also found that quizzes that apply critical thinking challenges increase student participation and make the classroom atmosphere livelier.

Conclusion and Recommendations

Based on the research results, it can be concluded that weekly quizzes proved effective in building and sustaining the learning motivation of class VIII.D students at SMP Negeri 11 Kota Bengkulu in Social Studies, as reflected in positive outcomes across the eight learning motivation indicators studied. The two most dominant indicators are the desire and will to succeed and the drive and need to learn, which are the initial foundation driving the learning process. Source triangulation between student and teacher interviews showed a high level of agreement on almost all indicators. The variation in student motivation shows that weekly quizzes function not merely as an evaluation tool but also as an effective learning strategy for forming regular study habits and encouraging the development of critical thinking skills.

Based on these findings, several recommendations are put forward. Social Studies teachers are advised to maintain and develop weekly quizzes by varying question formats, combining multiple-choice, short-answer, and analysis-based questions, and providing

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immediate and constructive feedback. Schools need to make regular formative evaluation part of an innovative learning policy and encourage teachers of other subjects to apply similar strategies. Future researchers are advised to broaden the scope with a quantitative or mixed-methods approach and to explore the use of digital technologies such as Quizizz or Kahoot in administering weekly quizzes.

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