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Enhancing Motivation To Learn Indonesian Through The Quizizz Platform In Year 3 At Min 4 Tebo

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Abstract

This study aimed to improve students' learning motivation in the Indonesian Language subject through the use of Quizizz media in Grade III of MIN 4 Tebo in the 2025/2026 academic year. The study employed a Classroom Action Research (CAR) method using the Kemmis and McTaggart model, which consists of four stages: planning, action, observation, and reflection. The research subjects were 20 students, consisting of 10 male students and 10 female students. Data were collected through observation, tests, and documentation. The data were analyzed using descriptive quantitative and qualitative techniques to determine the improvement of students' learning motivation in each cycle. The results showed that the use of Quizizz media was effective in improving students' learning motivation. In the pre-cycle stage, 5 students (25%) were categorized as having high learning motivation, 7 students (35%) had moderate motivation, and 8 students (40%) had low motivation. In Cycle I, the number of students with high learning motivation increased to 7 students (35%), those with moderate motivation increased to 8 students (40%), and those with low motivation decreased to 5 students (25%). Furthermore, in Cycle II, the number of students with high learning motivation increased to 10 students (50%), the moderate category remained at 8 students (40%), and the low category decreased to 2 students (10%). These findings indicate that the use of Quizizz created a more engaging, interactive, and enjoyable learning environment, which contributed to improving students' learning motivation in Indonesian Language learning. Therefore, Quizizz can be considered an effective alternative learning medium for enhancing elementary school students' learning motivation.

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INTRODUCTION

Motivation to learn is one of the key factors influencing pupils' success in understanding the subject matter, including in Indonesian language lessons. According to Efendi et al. (2023), pupils with high motivation to learn tend to be more active, creative and enthusiastic in participating in the learning process, thereby ensuring that learning objectives are achieved to the fullest extent possible. This is explained by (Zhuang et al., 2024). Motivation is a key factor in learning activities, serving to foster, support and encourage individuals in the learning process. In everyday life, proficiency in the Indonesian language is essential, both for oral and written communication, and for understanding the various information circulating within the community.

However, the reality on the ground shows that there are still many pupils with low motivation to learn Indonesian. This is in line with (Nuraeni et al., 2023), who state that technological developments and the influence of social media may also be among the causes of the decline in pupils' motivation to learn. Many pupils are more interested in spending their time playing games than studying. Furthermore, excessive use of social media can lead to a loss of concentration, social comparison and a reduction in physical activity amongst children. This is evident from pupils' lack of participation in the learning process, their low interest in reading and writing, and their lack of attention to the material presented by teachers.

Motivation to learn refers to the internal and external drives that influence individuals to achieve their learning goals. This motivation is divided into two types: intrinsic motivation and extrinsic motivation. Intrinsic motivation stems from within the individual, such as interest and curiosity, whilst extrinsic motivation stems from outside the individual, such as rewards, praise and environmental support. According to (Zhuang et al., 2024), motivation to learn plays a key role in determining pupils' academic achievement. In line with this, (Sari, 2022) states that motivation to learn is influenced by intrinsic and extrinsic factors, which must be in balance so that pupils have a strong drive to learn.

The teaching of Indonesian is a process aimed at improving pupils' ability to communicate effectively, both orally and in writing. Furthermore, the teaching of Indonesian also aims to develop pupils' critical and creative thinking skills. According to Nathasya (2024), the teaching of Indonesian is geared towards improving language skills, including listening, speaking, reading and writing. This is supported by the view (Fawaid & Damayanti, 2024) that Indonesian language learning must be capable of developing pupils' communication skills comprehensively.

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In order to boost pupils' motivation to learn, innovative, interactive and enjoyable learning materials are required. One tool that can be used is Quizizz, a game-based learning app that enables pupils to learn through interactive quizzes. Using Quizizz can create a learning environment that is more engaging, competitive and less tedious. According to (Firdaus et al., 2024), the use of Quizizz has been shown to boost pupils' motivation to learn, as it provides an enjoyable learning experience and actively engages pupils.

Previous research has also shown that the use of technology-based learning resources can improve pupils' motivation and learning outcomes. (Firdaus et al., 2024) explain that Quizizz is able to increase pupils' engagement in learning because it provides an interactive learning experience. Furthermore, (Monica Gabriela Nainggolan et al., 2024) state that this technology can be utilised by schools with adequate facilities to support the learning process across various subjects in the classroom, thereby making teaching and learning more effective and efficient.

Based on the above, it can be concluded that the low level of pupils' motivation to learn Indonesian needs to be addressed through appropriate teaching innovations. It is hoped that the use of Quizizz will provide a solution to boost pupils' motivation to learn, particularly in Year 3 at MIN 4 Tebo.

RESEARCH METHOD

The type of research employed in this study is Classroom Action Research (CAR). Classroom Action Research is a type of research that examines both the learning process and outcomes with a view to improving the quality of student learning. The findings of the study indicate that Classroom Action Research (CAR) can be used as an effective means for teachers to enhance and improve the quality of learning and educational provision within the classroom.

According to (Utomo et al., 2024), Classroom Action Research (PTK) can help improve pupils' learning outcomes and enhance the quality of teaching delivered by teachers. Through PTK, teachers can improve the learning process by finding solutions to problems encountered in the classroom. This study aims to enhance pupils' motivation to learn the Indonesian language subject through the use of the Quizizz platform in Year 3 at MIN 4 Tebo. The research design employed was based on Kemmis and McTaggart's action research model, which comprises four stages: planning, acting, observing and reflecting.

This is in line with (Ade Rahayu & Arna Saskia, 2025), in which Kemmis and McTaggart explain that action and observation are closely interlinked and inseparable in the implementation of Classroom Action Research. Whilst the intervention is being carried out, observation is also

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conducted simultaneously so that any changes or effects resulting from the intervention can be observed directly. This model is carried out repeatedly through the stages of planning, implementation, observation and reflection. The results of this reflection are then used as the basis for determining whether or not the next cycle is necessary. This study was conducted in two cycles, with each cycle based on reflections on the previous cycle. The research subjects were all Year 3 pupils at MIN 4 Tebo in the 2025/2026 academic year.

According to (Himmatul Aliyah et al., 2025), the study employed a qualitative-descriptive approach, as data were collected through observation to provide an overview of all the pupils' activities during the learning process. The research instruments used comprised observation sheets, documentation and tests. The observation sheets were used to observe the activities of teachers and pupils during the learning process. The tests were used to assess pupils' learning progress, whilst the documentation served as supporting data in the form of photographs of learning activities and school records. The data collection methods used in this study comprised observation, documentation and testing. Observation was carried out to monitor pupils' activities during lessons. Documentation served as evidence of the study's implementation, whilst testing was used to assess pupils' learning outcomes following the intervention (Sulino, 2023).

According to Sumarni & Amin (2021), the indicators of learning motivation and student success are as follows: (1) students are able to pay attention to the teacher's explanations during learning activities; (2) students are able to answer the teacher's questions correctly; (3) students are able to express their opinions or ideas when solving problems related to the use of the Quizizz platform.

According to (Zulaikah, 2021), the data analysis techniques used were qualitative and quantitative descriptive analysis. Qualitative data were obtained from observations aimed at understanding the implementation of teaching during the learning process, whilst quantitative data were used to assess pupils' reading comprehension skills through tests and to measure improvements in learning motivation in each cycle. This study was conducted over two cycles.

RESEARCH SUBJECTS

The subjects in this study were the Year 3 pupils at MIN 4 Tebo for the 2025/2026 academic year, numbering 20 pupils, comprising 10 boys and 10 girls. The research subjects were selected using a purposive sampling method, based on the results of preliminary observations which indicated that the pupils' motivation to learn the Indonesian language subject was still relatively low.

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The research was conducted in Year 3 at MIN 4 Tebo, involving all pupils in the class as research subjects. All pupils were given the same intervention, namely the use of the Quizizz platform in the Indonesian language learning process, to enhance their motivation to learn. The research design employed a Classroom Action Research (PTK) approach, which focuses on improving the learning process in the class under study, as outlined by (Yuliana et al., 2025).

RESEARCH INSTRUMENTS

The instruments used in this study included observation sheets, tests and documentation. Observation sheets were used to observe pupils' activities during the Indonesian language learning process using Quizizz. Tests were used to assess pupils' learning progress following the lessons. Documentation is used to collect supporting data in the form of photographs of learning activities, student attendance registers, and other documents relating to the research.

Observation sheets are used to gather data on pupils' activities and engagement whilst participating in Indonesian language lessons using the Quizizz platform, as explained by (Dewi et al., 2025). The observation sheets are designed based on indicators of learning motivation, which include perseverance in learning, attention to the lesson, active participation in learning activities, enthusiasm in completing tasks, and the confidence to express opinions.

Observations were carried out by the researcher throughout the learning process in each cycle. Tests were administered at the end of each cycle to assess the progress in pupils' learning outcomes following the use of Quizizz in Indonesian language lessons.

Documentary data were collected by the researcher during the implementation of the intervention as evidence of the research process and to support the findings of the observations and the pupils' test results.

Data Analysis

Data analysis was carried out to determine the increase in pupils' motivation to learn following the implementation of Quizizz in Indonesian language lessons. The research data, obtained through observation, tests and documentation, was analysed using both quantitative and qualitative descriptive approaches. According to Sukirah (2022), qualitative descriptive data is used to process and interpret data in the form of descriptions or narratives, such as the results of observations of pupils' activities during the learning process. Quantitative analysis is used to measure students' levels of learning motivation based on the scores obtained in each cycle, whilst qualitative analysis is used to describe changes in students' behaviour and engagement during the

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learning process.

The data from the observations of pupils' learning motivation were analysed by calculating the percentage of achievement for each learning motivation indicator. These percentages were used to determine the level of pupils' learning motivation in each research cycle. The formula used is as follows:

$$P = \frac{N}{F} \times 100\%$$

Notes:

P = Percentage of pupils' motivation to learn

F = Total score obtained

N = Maximum possible score

100% = Fixed value

The results of the calculation are then classified into the following categories of motivation to learn:

Persentase (%)	category
80–100	high
60–79	medium
0–59	low

Next, data from each cycle were compared to determine the increase in pupils' motivation to learn following the use of the Quizizz platform. This increase was demonstrated by a rise in the number of pupils in the 'high' category and a decrease in the number of pupils in the 'low' category. Documentation data was used as supporting evidence to corroborate the findings of the observations and to describe the delivery of lessons throughout the research period. Consequently, the results of the data analysis demonstrate the effectiveness of using Quizizz in enhancing pupils' motivation to learn Indonesian in Year 3 at MIN 4 Tebo.

RESULTS AND DISCUSSION

Research Findings and Discussion

Research Findings

This classroom action research was conducted over two cycles to improve pupils' motivation to learn the Indonesian language through the use of the Quizizz platform. Each cycle

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consists of the planning, implementation, observation and reflection stages. Research data was obtained through observation, tests and documentation carried out during the learning process.

1. Pre-cycle Results

Before the intervention was implemented, pupils' motivation to learn Indonesian was still relatively low. Based on the results of initial observations, the majority of pupils were not very active in class, did not participate much in question-and-answer sessions, and showed little enthusiasm for completing the tasks set by the teacher.

Table 1: Results on Pupils' Motivation to Learn

No	category	number of pupils	Persentase (%)
1	high	5	25%
2	medium	7	35%
3	low	8	40%
Total		20	100%

Based on Table 1, it can be seen that of the 20 pupils—comprising 10 boys and 10 girls—5 pupils (25.00%) fell into the high academic motivation category, 7 pupils (35.00%) into the moderate category, and 8 pupils (40.00%) into the low category. These results indicate that pupils' learning motivation is still relatively low, as the majority of pupils fall into the low category. Therefore, teaching strategies are needed to boost pupils' motivation to learn, one of which is through the use of Quizizz in Indonesian language lessons.

2. Results of Cycle I

In Cycle I, Indonesian language lessons were conducted using Quizizz. The results of the observations indicate an increase in pupils' motivation to learn compared with the pre-cycle phase. Pupils began to show enthusiasm for the lessons and were more active in answering the questions posed.

Table 2: Results of Cycle 1

No	Interval	Frekuensi	Persentase (%)	Category
1	80–100	7	35,00	high
2	60–79	8	40,00	medium
3	0–59	5	25,00	low
Total		20	100	

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Table 1 shows that, of the 20 pupils who took part in the lessons, 7 pupils (35.00%) had high levels of motivation to learn, 8 pupils (40.00%) were in the moderate category, and 5 pupils (25.00%) were in the low category. These figures indicate that the majority of pupils were in the moderate category. Although pupils' motivation to learn improved during the learning process using Quizizz, there are still some pupils in the low category. Therefore, improvements need to be made in the next cycle so that pupils' motivation to learn can increase as much as possible.

3. Results of Cycle 2

The actions implemented in Cycle II were based on the reflections drawn from Cycle I. The improvements made included enhancing guidance for pupils, providing more intensive motivation, and optimising the use of Quizizz in the Indonesian language learning process. The aim of these improvements was to boost pupils' motivation to learn so that they would be more active, enthusiastic and engaged in learning activities. During Cycle II, the pupils showed positive changes compared with Cycle I. They appeared more enthusiastic about participating in lessons, were more active in answering questions, and were more keen to complete the tasks set via Quizizz. The results of the observations show that pupils' motivation to learn has increased, as indicated by a rise in the number of pupils in the 'high' category and a decrease in the number of pupils in the 'low' category.

Table 3: Results of Cycle 2

No	Interval	Frekuensi	Persentase (%)	Category
1	80–100	10	50,00	High
2	60–79	8	40,00	Medium
3	0–59	2	10,00	Low
Total		20	100	

Table 2 shows that, of the 20 pupils who took part in the lessons, 10 pupils (50.00%) had high levels of motivation to learn, 8 pupils (40.00%) were in the moderate category, and 2 pupils (10.00%) were in the low category. These results indicate an increase in students' learning motivation compared with Cycle I. The number of students in the high category increased, whilst the number in the low category decreased.

This indicates that the use of Quizizz in Indonesian language teaching is effective in

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enhancing pupils' motivation to learn. Consequently, the research objective has been achieved, and the intervention was therefore discontinued at Cycle II.

4. Comparison of Cycle I and Cycle II

The results regarding pupils' motivation to learn in Cycle I and Cycle II were then compared to determine the development in pupils' motivation following the refinement of the teaching intervention. A comparison of the results regarding pupils' motivation to learn can be seen in

Table 4: Comparison of Pupils' Motivation to Learn in the Pre-cycle, Cycle I and Cycle II

Category	Pre-cycle	Cycle I	Cycle II
High	5 (25,00%)	7 (35,00%)	10 (50,00%)
Medium	7 (35,00%)	8 (40,00%)	8 (40,00%)
Low	8 (40,00%)	5 (25,00%)	2 (10,00%)
Total	20 (100,00%)	20 (100,00%)	20 (100,00%)

According to Table 4, pupils' motivation to learn increased in each cycle. In the pre-cycle stage, there were 5 pupils (25.00%) in the high category; this increased to 7 pupils (35.00%) in Cycle I, and rose further to 10 pupils (50.00%) in Cycle II. Conversely, the number of pupils in the low category fell from 8 pupils (40.00%) in the pre-cycle to 5 pupils (25.00%) in Cycle I, and fell further to 2 pupils (10.00%) in Cycle II. These results indicate that the use of Quizizz in Indonesian language lessons can improve the learning motivation of Year 3 pupils in a gradual and sustained manner.

DISCUSSION

The use of Quizizz in Indonesian language lessons has been shown to increase the learning motivation of Year 3 pupils at MIN 4 Tebo. This increase in learning motivation indicates that pupils are more interested and engaged in the learning process when teachers use interactive, technology-based tools. According to (Jong Agnes et al, 2024), the use of Quizizz provides a different learning experience compared to conventional teaching, as pupils can learn whilst playing, thereby making the classroom atmosphere more enjoyable.

An increase in students' motivation to learn can occur because, according to (Kolifah & Hasanudin, 2025), Quizizz provides various features capable of capturing students' attention, such as an attractive interface, real-time scoring, participant rankings, and rapid feedback. These features challenge pupils to achieve better results, thereby encouraging them to participate more

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actively in lessons. This demonstrates that the use of teaching materials suited to the characteristics of primary school pupils can boost their interest and enthusiasm for learning.

The findings of this study are consistent with the theory of learning motivation put forward by Swari (2026), which states that motivation is a key factor driving an individual to engage in learning activities. When pupils receive engaging stimuli from their learning environment, their motivation increases, thereby influencing their engagement in the learning process. In this study, Quizizz served as an external stimulus capable of stimulating pupils' motivation to learn.

Furthermore, the findings of this study also support the view (Zhang & Crawford, 2024) that learning motivation is influenced by both intrinsic and extrinsic factors. The use of Quizizz provides extrinsic incentives in the form of rewards, scores and a healthy competitive atmosphere. These incentives indirectly foster students' intrinsic motivation to study more diligently and participate actively in learning activities.

The results of this study also reinforce the findings (Aitonam et al., 2024) which state that Quizizz can enhance learning motivation by providing an interactive and enjoyable learning experience. Pupils do not merely receive the material passively, but are directly involved in the learning process through quiz-answering activities and receive immediate feedback. Consequently, learning becomes more effective and helps to increase pupil participation.

Based on this discussion, it can be understood that the success of using Quizizz in enhancing pupils' motivation to learn is not solely due to the use of technology, but also because this medium is capable of creating an active, engaging and enjoyable learning environment. Therefore, Quizizz can be used as an effective alternative learning medium to enhance pupils' motivation to learn in Indonesian language lessons at primary school.

CONCLUSION

Based on the results of the classroom action research that has been carried out, it can be concluded that the use of the Quizizz platform can enhance the learning motivation of Year 3 pupils at MIN 4 Tebo in the subject of Indonesian. This increase in learning motivation is evident from the rise in the number of pupils in the 'high motivation' category and the decrease in the number of pupils in the 'low motivation' category in each learning cycle.

The use of Quizizz helps to create a more interactive, engaging and enjoyable learning environment, encouraging pupils to participate more actively and enthusiastically in the learning process. Quizizz's features, such as real-time scoring, immediate feedback and a positive competitive atmosphere, encourage pupils to become more involved in their learning. Quizizz can

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therefore be used as an effective alternative learning tool to boost pupils' motivation to learn Indonesian at primary school.

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