The influence of Quizizz software in evaluating history learning to assess students' learning motivation at State Senior High Schools 99 Jakarta

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ABSTRACT

This study discusses the relationship between the use of quizizz as a learning evaluation tool to assess how high students' learning motivation is towards history learning in high school. This research uses a quantitative approach and this type of research is experimental. In this study using data collection techniques in the form of tests totaling 15 questions. From this test, it can later be seen that students have learning motivation or not with the application of the quizizz method. SMAN 99 Jakarta became the place where this research was carried out by taking samples of two classes totaling 34 students each. This study aims to reveal the influence and differences between the use of quizizz on student learning motivation in history learning. Instrument tests, assumption tests and t tests are the types of tests used in this study. The results of this study proved that there was a relationship or influence resulting from the use of quizizz on student learning outcomes because the t-test result data said that the sig 0.00 < 0.05 and t-calculate the ttable > which was 4.757 > 2.457. So it can be said that quizizz also affects learning motivation if measured from the learning outcomes of students. Quizizz is an innovation offered by technology and for its application can be done easily. Besides being easy, quizizz also has usability value and is efficiently used for learning. Quizizz can be a tool for teachers to find solutions to problems related to how to increase student motivation and interest in learning.

ABSTRAK

Penelitian ini membahas keterkaitan antara pengunaan *quizizz* sebagai alat evaluasi pembelajaran untuk menilai seberapa tinggi motivasi belajar peserta didik terhadap pembelajaran sejarah di SMA. Penelitian ini menggunakan pendekatan kuantitatif dan jenis penelitian ini adalah eksperimen. Dalam penelitian ini menggunakan teknik pengumpulan data berupa tes berjumlah 15 butir soal. Dari tes inilah nantinya dapat dilihat bahwa para peserta didik memiliki motivasi belajar atau

Kata Kunci:
Aplikasi Quizizz;
Pembelajaran Sejarah;

Motivasi Belajar;   tidak dengan diterapkannya metode *quizizz*. SMAN 99 Jakarta menjadi tempat dilaksanakannya penelitian ini dengan mengambil sampel dua kelas yang masing-masing berjumlah 34 peserta didik. Penelitian ini bertujuan untuk mengungkapkan adanya pengaruh dan perbedaan antara penggunaan *quizizz* terhadap motivasi belajar peserta didik dalam pembelajaran sejarah.Uji instrumen, uji asumsi dan uji t adalah jenis-jenis pengujian yang digunakan dalam penelitian ini. Hasil dari penelitian ini terbukti bahwa adanya keterkaitan atau pengaruh yang dihasilkan dari penggunaan *quizizz* terhadap hasil belajar peserta didik karena data hasil uji t mengatakan bahwa sig 0,00 < 0,05 dan t-hitung > ttabel yaitu 4,757 > 2,457. Sehingga dapat dikatakan bahwa *quizizz* juga berpengaruh terhadap motivasi belajar jika diukur dari hasil belajar peserta didik. Quizizz adalah inovasi yang ditawarkan oleh teknologi dan untuk penerapannya bisa dilakukan dengan mudah. Selain mudah quizizz juga memiliki nilai kegunaan dan efisien digunakan untuk pembalajaran. Quizizz bisa menjadi alat bagi guru untuk menemnukan solusi atas permasalahan terkait bagaimana meningkatkan motivasi belajar dan minat belajar peserta didik.

How to Cite:

INTRODUCTION

Motivation is a stimulant from within a human person, whether done deliberately or unconsciously when carrying out an activity, to ensure the success of the activity. Motivation can come from within or from without a person. Dreams, passion, and dedication are all examples of internal motivation. Meanwhile, external sources of support include family, friends, and teachers. Of course, if someone is motivated to do something, he will be serious about it.

Motivation, according to McDonald[1], is anything that evolves and occurs in a person, such as the creation of a feeling that begins with an argument for a goal. According to Woodwort, as mentioned by Wina

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[1] Amni Fauziah, Asih Rosnaningsih, and Samsul Azhar, "Hubungan Antara Motivasi Belajar Dengan Minat Belajar Siswa Kelas Iv Sdn Poris Gaga 05 Kota Tangerang," *Jurnal JPSD (Jurnal Pendidikan Sekolah Dasar)* 4, no. 1 (2017): 47, https://doi.org/10.26555/jpsd.v4i1.a9594.

Sanjaya[2] in the article, motivation is a set of factors that enable a person to carry out the activities that are being done out in order to attain the ultimate objective that he desires. Motivation, according to Ahmadi, is the zeal and passion that exists in an organism to perform anything[3].

According to the phrase above, learning motivation is the encouragement that exists in every individual to carry out actions associated to learning. In other words, learning motivation can be defined as a situation that encourages pupils to be more driven to engage in learning. This motivation's encouragement is focused at attaining good achievements so that you can be declared to have mastered and understood what you have learned. A motivating force, such as a desire to reach specific goals, such as awards and dreams, can motivate people to learn[4].

The decline in students' learning motivation is evidenced by the findings reported on the Suara.com website, as articulated by Rossa and Efendi, which indicate that 40 percent of Indonesian students have seen a fall in their motivation to learn. The observed phenomenon can be attributed to alterations in the educational process during the COVID-19 pandemic. The online learning process is often associated with feelings of monotony, limited contact, and a lack of enjoyment[5]. This statement highlights the importance of implementing an engaging learning process to prevent a reduction in students' enthusiasm to learn[6].

High-quality education is characterized by its continuous development through the implementation of many innovative approaches in the learning process. The integration and application of technology in education is vital, as it serves as a valuable instrument to foster creativity within the educational realm[7]. The utilization of technology facilitates the teaching and learning process, enhancing its efficiency and effectiveness. The introduction

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[2] Amna Emda, "KEDUDUKAN MOTIVASI BELAJAR SISWA DALAM PEMBELAJARAN," *Lantanida Journal* 5, no. 2 (2017).

[3] Suharni and Purwanti, "Upaya Meningkatkan Motivasi Belajar Siswa," *G-Couns: Jurnal Bimbingan Dan Konseling* 3, no. 1 (2018): 131–45.

[4] Fauziah, Rosnaningsih, and Azhar, "Hubungan Antara Motivasi Belajar Dengan Minat Belajar Siswa Kelas Iv Sdn Poris Gaga 05 Kota Tangerang."

[5] Vania Rossa and Dini Afrianti Efendi, "Akibat Pandemi, 40 Persen Pelajar Indonesia Kehilangan Motivasi Belajar," suara.com, 2020, https://www.suara.com/health/2020/12/16/141248/akibat-pandemi-40-persen-pelajar-indonesia-kehilangan-motivasi-belajar.

[6] Dwi Purwati and Alifi Nur Prasetia Nugroho, "Pengembangan Media Evaluasi Pembelajaran Sejarah Berbasis Google Formulir Di Sma N 1 Prambanan," *ISTORIA: Jurnal Pendidikan Dan Ilmu Sejarah* 14, no. 1 (2018), https://doi.org/10.21831/istoria.v14i1.19398.

[7] Nursamsi DJ and Jumardi Jumardi, "Peran Guru Dalam Menanamkan Sikap Nasionalisme Terhadap Peserta Didik Sekolah Dasar," *Jurnal Basicedu* 6, no. 5 (2022): 8341–48, https://doi.org/10.31004/basicedu.v6i5.3775.

of technological advancements enhances the educational experience by fostering greater engagement and facilitating dynamic student interactions.

History is a discipline that is commonly included in the curriculum of educational institutions. The history curriculum varies at each educational level. In the context of elementary schools (SD) and junior high schools (SMP), the study of history is encompassed under a broader discipline known as Social Sciences (IPS). At the Senior High School (SMA) level, the study of history is organized as a distinct topic, consisting of two sub-disciplines: specialized history and Indonesian history. According to Kuntowijoyo and Kartodirjo (year), the primary objective of studying history is to cultivate the virtue of wisdom within an individual[8]. According to Hasan's remark cited by Silvy states[9] there has been an emphasis on enhancing the depth of learning in history topics with the aim of fostering the holistic development of students' character. The primary objective is to cultivate within pupils a heightened capacity for critical thinking, a deepened sense of social consciousness, a strong sense of national loyalty, a commitment to integrity, a diligent work ethic, a sense of accountability, the emulation of heroic qualities and attitudes, effective communication skills, and proficient information processing abilities.

The acquisition of knowledge within the classroom setting should prioritize the cultivation and inculcation of historical values and the significance embedded in history. This approach aims to enhance students' capacity for wisdom and critical thinking, enabling them to respond effectively to various situations. The teaching of history encounters various challenges in practice, including limited instructional time and the need to enhance the delivery of content to effectively express the historical significance embedded within each subject[10]. Numerous technology-based applications exist that can enhance the appeal of learning and augment students' motivation and engagement in educational pursuits. Prominent examples encompass Quizizz, Kahoot, Socrative, and iClicker. In this instance, the author highlighted Quizizz as a technology rooted in applications that holds potential for educational purposes.

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[8] Joko Sayono, "Pembelajaran Sejarah Di Sekolah: Dari Pragmatis Ke Idealis" 7, no. 1 (2015): 9–17, http://journal.um.ac.id/index.php/sejarah-dan-budaya/article/view/4733.

[9] Jumardi Jumardi and Mei Pradita Silvy, "Peranan Pelajaran Sejarah Dalam Pengembangan Karakter Siswa Melalui Pembelajaran Berbasis Nilai Sejarah Lokal Di SMA Negeri 65 Jakarta Barat," *Jurnal Pendidikan Sejarah* 6, no. 2 (2017): 70–80, https://doi.org/10.21009/jps.062.08.

[10] Sayono, "Pembelajaran Sejarah Di Sekolah: Dari Pragmatis Ke Idealis."

Quizizz is an educational tool that takes the shape of a mobile application, designed to be utilized within the realm of academia[11]. Quiziz offers a diverse range of educational games in the form of quizzes or questions, which can be utilized as valuable tools for reinforcing knowledge and enhancing learning outcomes. Quzizz demonstrates considerable utility when applied within the realm of education. The utilization of this particular quiz format, comprising numerous quizzes within it, fosters heightened student engagement in contrast to traditional paper-based questioning methods. Quizizz has the capacity to provide entertainment for students, while also serving as an assessment tool for teachers to gauge students' comprehension levels. The incorporation of quizzes into the learning process enhances engagement and mitigates the potential for monotony and anxiety[12].

Based on the available information, it is evident that other prior investigations have examined the identical topic, including a study conducted by Khairisma Delviana. In her study, Kharisma Delviana[13] proposed the research topic "The Impact of Quizizz Implementation on the Learning Motivation of Fifth-grade Students at Muhammadiyah Elementary School 13 Medan Amidst the Pandemic". There are notable distinctions between Khairisma's study and the present research in terms of the sample composition, data gathering methodologies, and research design. This study focuses on the analysis of Quizlet's utilization in the context of history education.

The study examined two variables, specifically the utilization of quiz applications and the level of learning desire among students. The attainment of learning outcomes by students serves as a means of assessing their level of learning motivation. The objective of this study is to establish a correlation between the utilization of Quizizz and student learning outcomes, with the intention of addressing the underlying hypotheses: "Does the utilization of Quizizz impact the learning motivation of

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[11] Fang Zhao, "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom," *International Journal of Higher Education* 8, no. 1 (2019): 37–43, https://doi.org/10.5430/ijhe.v8n1p37.

[12] Rukiye Degirmenci, "The Use of Quizizz in Language Learning and Teaching from the Teachers' and Students' Perspectives: A Literature Review Article Info Abstract," *Language Education and Technology (LET Journal)* 1, no. 1 (2021): 1–11, http://langedutech.com.

[13] K Delviana, "Pengaruh Penggunaan Quizizz Terhadap Motivasi Belajar Siswa Kelas V Sekolah Dasar Muhammadiyah 13 Medan Di Masa Pandemi" (Universitas Muhammadiyah Sumatera Utara, 2021), http://repository.umsu.ac.id/handle/ 123456789/16391%0Ahttp://repository.umsu.ac.id/xmlui/bitstream/handle/123456789/1 6391/SKRIPSI KHAIRISMA DELVIANA.pdf?sequence=1&isAllowed=y.

students?" and "Does the utilization of Quizizz influence the learning motivation of students?"

This research holds significance as it sheds light on the issue of teachers' disregard for students' learning motivation throughout educational activities. This project aims to enhance the creativity of the general public and history teachers in developing instructional materials, hence fostering increased student interest and engagement in the study of history.

Method

This study applies a quantitative methodology, namely an experimental research design, to examine the impact of utilizing Quizzizz on student learning results. Additionally, it aims to investigate the influence of Quizzizz on students' learning motivation. The researchers employed the basic random sampling technique to determine the sample used in the study. The simple random sampling approach is a method that employs random sampling without regard to stratification or any other hierarchical divisions within the population[14]. The cohort of current students was subsequently further refined, resulting in the selection of a representative sample that was utilized for the purposes of research. Considering the intention to avoid interference with other topics or activities, the research participants consisted of students enrolled in classes XI IPS 1 and XI IPS 2 at SMAN 99 Jakarta.

This study employs data collection methodologies in the form of assessments. The examination was administered to two distinct groups, specifically the group that utilized Quizzizz and the group that did not utilize Quizzizz. The test or questionnaire is structured in the format of multiple choice, consisting of a total of 15 questions.

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[14] Rahma Putri Damayanti, "PERBEDAAN MOTIVASI DAN PRESTASI BELAJAR PKN SISWA DI SMA N 1 BANGUNTAPAN YANG DIAJAR DENGAN MODEL PEMBELAJARAN INKUIRI DENGAN YANG DIAJAR DENGAN MODEL PEMBELAJARAN KONVENSIONAL" (UNIVERSITAS NEGERI YOGYAKARTA, 2014), http://eprints.uny.ac.id/id/eprint/24100.

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Tabel 1
Questionnaire

BUTIR SOAL

1. Pada perang dunia kedua terdapat suatu peristiwa yang menandai kemerdekaan Indonesia yaitu bertekuk lututnya Jepang pada perang itu. Peristiwa tersebut dikarenakan oleh…
    a. proklamasi kemerdekaan Indonesia
    b. kalahnya Jepang dalam perang dunia II
    c. runtuhnya ekonomi Jepang akibat perang dunia II
    d. gagalnya Jepang dalam menjajah Indonesia sepenuhnya
    e. adanya penyerangan yang dilakukan oleh pasukan militer Indonesia

2. Dalam mencari kemerdekaan Indonesia terdapat salah satu peristiwa penting yang menjadi permulaan dalam merumuskan naskah proklamasi. Peristiwa tersebut bernama perisitwa Rengasdengklok. Tujuan dari peristiwa rengasdengklok adalah…
    a. membahas peran Indonesia dalam Perang Dunia II.
    b. mempersiapkan proklamasi kemerdekaan Indonesia.
    c. mendiskusikan rencana untuk merebut kekuasaan dari Belanda
    d. mengumumkan kemerdekaan Indonesia dari penjajahan Belanda.
    e. membahas bertekuk lututnya Jepang dalam perang dunia II

3. Bertekuk lututnya Jepang pada perang dunia 2 tersebar hingga ke telinga masyarakat Indonesia. Tokoh yang menjadikan berita tersebut bisa tersebar adalah…
    a. Soekarno
    b. Sayuti Melik
    c. Sutan Syahrir
    d. Otto Iskandar
    e. A. A. Maramis

4. Rengasdengklok dikatakan sebagai peristiwa penting dalam mencari kemerdekaan Indonesia. Bagaimana peristiwa Rengasdengklok memengaruhi perjuangan kemerdekaan Indonesia…
    a. Peristiwa ini mempercepat proses kemerdekaan Indonesia dari penjajahan Belanda.
    b. Peristiwa ini membuat bangsa Indonesia lebih percaya diri dalam mencari kemerdekaan
    c. Peristiwa ini memberikan semangat dan motivasi baru bagi para pejuang kemerdekaan Indonesia.
    d. Peristiwa ini menimbulkan konflik dan perselisihan di antara para tokoh pergerakan kemerdekaan.
    e. Peristiwa ini membuat Belanda semakin berhati-hati dalam menangani pergerakan kemerdekaan Indonesia.

5. Dari soal sebelumnya dilihat bahwa rengasdengklok adalah peristiwa penting. Apa pesan yang dapat kita ambil dari peristiwa Rengasdengklok…
    a. keberhasilan harus diraih dengan cara apapun itu
    b. perjuangan kemerdekaan memerlukan kerja sama dan solidaritas yang kuat

c. perjuangan kemerdekaan memerlukan strategi dan taktik yang tepat dan efektif
d. perjuangan kemerdekaan memerlukan kepemimpinan yang bijaksana dan visioner
e. keberhasilan perjuangan kemerdekaan memerlukan pengorbanan dan tekad yang besar

6. Perhatikan Gambar dibawah ini !

Salah satu sifat yang dapat diteladani dari tokoh diatas dalam memperjuangkan kemerdekaan Indonesia adalah...
a. tidak peduli dengan pendapat orang lain
b. mampu membuat orang lain dalam kendalinya
c. cepat putus asa dalam menghadapi rintangan
d. mudah mengubah pendiriannya tergantung situasi dan kondisi
e. konsisten dan berani dalam menyampaikan pendapatnya

7. Dari soal pertnyataan sebelumnya apakah nilai yang bisa diambil dari tindakan tokoh tersebut terhadap penyebaran berita bertekuk lutunya jepang dalam perang dunia II…
a. masyarakat harus mencintai negeri sendiri
b. masyarakat harus selalu mengetahui berita terkini
c. kegigihan masyarakat Indonesia dalam mencari kemerdekaan
d. senangnya masyarakat Indonesia melihat Jepang mengalami keterpurukan
e. masyarakat punya pemikiran maju dalam melihat peluang Indonesia dalam mencari kemerdekaan

8. Soekarno, Moh. Hatta, dan Ahmad Subajo merupakan tokoh yang merumuskan tek proklamasi kemerdekaan Indonesia. Dalam Proses perumusan teks Proklamasi kemerdekan tersebut terdapat nilai yang dapat diambil dan diterapkan disekolah maupun dikehidupan sehari-hari. Nilai yang dimaksud adalah...
a. teguh pendirian
b. mampu berpikir secara rasional
c. mampu menghargai pendapat orang lain
d. bertanggung Jawab dalam mengambil kepututsan
e. tidak peduli dengan apa yang dikatakan orang lain dan hanya fokus dengan pendirian

9. Dalam proses mempersiapkan kemerdekaan bangsa Indonesia membuat suatu organisasi yang bernama "*Dokuritsu Junbi Cosakai*" atau dalam bahasa Indonesia

adalah Badan Penyelidik Usaha-Usaha Persiapan Kemerdekaan Indonesia (BPUPKI). Tujuan organisasi tersebut adalah…

a. merancang Undang-Undang Dasar
b. mempersiapkan kemerdekaan Indonesia
c. merumuskan naskah Proklamasi kemerdekaan Indonesia
d. merumuskan tujuan negara Indonesia merdeka yang dikenal dengan Piagam Jakarta
e. mempelajari dan menyelidiki hal-hal yang dibutuhkan dalam usaha kemerdekaan Indonesia

10. Ketekunan tokoh kemerdekaan Indonesia mampu menghasilkan hasil yang baik yaitu kemerdekaan Indonesia. Dalam proses pembelajaran disekolah hal apa yang mampu diserap dan diterapkan dalam poroses belajar…

a. mengerjakan tugas disekolah
b. bermalas-malasan dalam mengerjakan tugas
c. tidak mau mengikuti pembelajaran dengan seksama
d. hanya mau mengikuti pembelajaran dari pelajaran yang disukai
e. tekun serta memperhatikan proses pembelajaran dengan seksama

11. Menentukan agenda proklamasi juga disebut sebagai agenda penting yang harus dientukan opelh panitia persiapan kemerdekaan Indonesia. Akan tetapi golongan muda berpendapat hal tersbut harus segera dilakukan tanpa harus meninggu ketetapan PPKI. Hal tersebut dikarenakan…

a. golongan tua hanya menunggu tanpa ada ketetapan pasti kapan Indonesia bisa melakukan proklamasi
b. proklamasi harus segera dilaksanakan karena Indonesia membutuhkan segera kemerdekaan dari bangsa Jepang
c. proklamasi harus segera dilakukan tanpa menunggu ketetapan PPKI karena menilai organisasi tersebut buatan Jepang
d. proklamasi harus segera dilakukan agar Indonesia bisa menghadapi agresi militer Belanda I dengan kekuatan sendiri
e. proklamasi harus segera dilakukan karena golongan muda melihat momentum takluknya jepang dalam perang dunia II

12. Proklamasi merupakan peristiwa yang menjadi tanda lahirnya Indonesia sebagai suatu negara yang merdeka. Proklamasi didapat lewat perjuangan keras para pahlawan dalam proses pencapaiannya. Bagaimana cara menyikapi makna proklamasi dalam kehidupan belajar disekolah…

a. menghargai teman sebaya
b. mengkritisi kebijakan sekolah
c. menghadiri upacara setiap hari senin
d. ikut serta dalam kegiatan organisasi sekolah
e. menaati peraturan sekolah dan mengikuti pembelajaran dengan sungguh-sungguh

13. Perumusan naskah proklamasi dilakukan dirumah seorang laksamana yang berkebangsaan Jepang Karena tempat tersebut dianggap aman dari gangguan militer Jepang. Tokoh laksamana berkebangsaan jepang itu bernama…

a. Hirohito
b. Tadashi Maeda

c. Hitoshi Imamura
d. Hisaichi Terauchi
e. Shigetada Nishijima

14. Perhatikan gambar berikut ini!
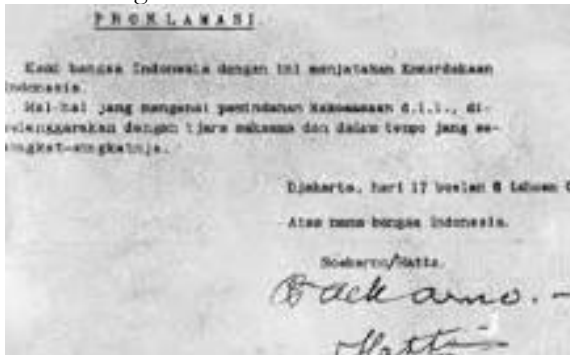
Naskah proklamasi kemerdekaan yang dibacakan oleh Soekarno dan Moh. Hatta diketik oleh….
a. Suwiryo
b. Fatmawati
c. Ilyas Karim
d. Sayuti Melik
e. Latief Hendraningrat

15. Atas segala upaya yang telah dilakukan para tokoh kemerdekaan proklamasi dapat di lakukan dengan hikmat. Nilai apa yang dapat diambil dari perjuangan para tokoh dalam mencapai kemerdekaan Indonesia…
a. disiplin
b. menghargai waktu
c. berpikir rasional
d. mampu melihat peluang
e. semangat juang dan patriotism yang tinggi

From this test, it can be seen whether students have motivation to learn or not by applying the Quizizz method. Multiple-choice questions with question and answer options that are designed and contain sentences that encourage students to be more motivated to learn The questions created for this test are questions that have been adapted to the discussion of historical material being discussed at SMAN 99 Jakarta with material in K.D. 3.7. analysing the events of the proclamation. The data instrument test in this research was carried out to determine the level of validity, reliability and assumption violation tests. Processing all data uses the IBM SPSS Statistics 26 application.

RESULT AND DISCUSSION
Validity test

Validity is a measure of the quality of a study that demonstrates the accuracy with which the instrument employed can measure what it seeks to test. Validity is determined by applying the analysis necessary to determine whether the findings achieved are in conformity with what they should be. The validity test employed in this research is the moment-product validity test. The basis for decision-making in the validity test is comparing the estimated r value with the table r value. If the calculated r value > r table, then the statement item is said to be legitimate. For N 34 with a significance level of 10% and df = (N-2), we get df 32 with a r table of 0.2869, or it might also be supplied that if the sig value is < 0.005, then the statement item is legitimate; conversely, if the sig value is > 0.005, then it is considered to be invalid.

Tabel 2
Learning Outcome Variables not use the Quizizz Application

Item Pernyataan	Sig	r hitung	r table	Keterangan
1	,002	,514**	0,2869	Valid
2	,004	,439**	0,2869	Valid
3	,002	,514**	0,2869	Valid
4	,000	,732**	0,2869	Valid
5	,002	,433**	0,2869	Valid
6	,001	,564**	0,2869	Valid
7	,003	,495**	0,2869	Valid
8	,000	,792**	0,2869	Valid
9	,000	,784**	0,2869	Valid
10	,000	,784**	0,2869	Valid
11	,001	,545**	0,2869	Valid
12	,000	,792**	0,2869	Valid
13	,000	,792**	0,2869	Valid
14	,000	,792**	0,2869	Valid
15	,000	,792**	0,2869	Valid

Based on the test results from the table above, for each statement item, the correlation coefficient r calculated > r table and sig value < 0.005 was obtained. In other words, the research instrument consisting of 15

statements for the Learning Outcome variable without using the quizizz application was assessed as valid.

Tabel 3
Learning Outcome Variables using the Quizizz Application

Item Pernyataan	Sig	r hitung	r table	Keterangan
1	,000	,954**	0,2869	Valid
2	,000	,830**	0,2869	Valid
3	,000	,954**	0,2869	Valid
4	,000	,954**	0,2869	Valid
5	,000	,954**	0,2869	Valid
6	,000	,897**	0,2869	Valid
7	,000	,954**	0,2869	Valid
8	,000	,759**	0,2869	Valid
9	,002	,515**	0,2869	Valid
10	,000	,954**	0,2869	Valid
11	,000	,759**	0,2869	Valid
12	,000	,830**	0,2869	Valid
13	,000	,766**	0,2869	Valid
14	,000	,759**	0,2869	Valid
15	,000	,759**	0,2869	Valid

Based on the test results shown in the table above, the correlation coefficient r calculated was greater than r table, and the sig value was less than 0.005. In other words, the research instrument consisting of 15 statements for the learning outcome variable assessed all statement items as valid using the Quizizz (X2) application.

Reliability Test

Reliability comes from the word reliable, which means trustworthy. With this basic definition, it can be inferred that reliability testing is a test that aims to ensure that data can be trusted for its truth. The criteria for a good instrument is that it is able to be applied several times and that the results of this application are permanent. In this study, the reliability test used was the Alpha-Cronbach technique.

Tabel 4
Reliability Test Results for Learning Outcome Variables Not Using Quizizz

Reliability Statistics	
Cronbach's Alpha	N of Items
,903	15

The reliability test results obtained a Cronbach's alpha value of 0.903, as shown in the table above. This demonstrates that the indicators used for learning outcome variables without the application Quizizz are reliable. Aside from this, it is clear that the reliability of the learning outcome variables without the use of the Quizizz application is quite high, as the results of this reliability calculation are greater than 0.60.

Tabel 5
Learning Outcome Variables using the Quizizz Application

Reliability Statistics	
Cronbach's Alpha	N of Items
,971	15

The reliability test results obtained a Cronbach's alpha value of 0.971, as shown in the table above. This demonstrates that the indicators used for learning outcome variables within the Quizzzz application are dependable. Aside from that, it is clear that the reliability of learning outcome variables calculated using the Quizizz application is quite high, as the results of this reliability calculation are greater than 0.60.

Assumption Violation Test

In research employing traditional parametric methods, it is necessary to conduct assumption tests. The objective of verifying this hypothesis is to obtain precise results. Both the normality test and the homogeneity test must be conducted and their results must be met for the assumption test. Before evaluating the hypothesis with the Independent T test, the normality assumption test and the homogeneity test on the learning outcome variables are conducted with and without the quizizz application.

Normality test

The normality test is a testing stage that aims to measure whether the data distribution is normal or not. If the data runs normally, then the existing data results can be analyzed properly. The technique used in the normality test in this study was Shapiro-Wilk.

Tabel 6
Normality Test Results for Learning Outcome Variables Without and With the Use of Quizizz

	Kelompok	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Stats	Df	Sig.	Stats	Df	Sig.
Value	Not using Quiziz	3,177	34	,054	8,920	34	,104
	Using Quiziz	5,408	34	,065	9,580	34	,090

The results of the normality test indicate that the Shapiro-Wilk significance value for the learning outcome variable without using the Quizizz application is 0.104, while it is 0.090 for the learning outcome

variable with the Quizizz application. Because the calculation results are greater than 0.05, this indicates that the learning outcome variables for not using the Quizizz application and for using the Quizizz application have a normal distribution.

Homogeneity Test

Homogeneity test is used in research using Levene's test. The homogeneity test is a stage used to measure the homogeneity of data variants from each class in the research [15].

Tabel 7

Homogeneity Test Results for Learning Outcome Variables Without and With the Use of Quizizz

Levene Statistic	df1	df2	Sig.
,212	1	66	,646

The results of the homogeneity test indicate that the Levene Statistics significance value of the learning outcome variable without using the Quizizz application is greater than 0.05, as shown in the table above. This indicates that the variance of the data for the learning outcome variables without and with the Quizizz application is identical.

Hypothesis testing

A hypothesis can be defined as a provisional response to the research challenge that has been formulated. In order to establish the verifiability of this provisional response, it is necessary to conduct testing, namely through the utilization of hypothesis testing. Hypothesis testing holds significant importance within the research process as it serves the purpose of providing a conclusive response to the defined problem statement. To evaluate the hypothesis in this study, the author conducted a t-test to address it.

Tabel 7

Independent Sample T Hypothesis Test Results

		Levene's Test for Equality		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
X	Equal variances assumed	,212	,646	-4,757	66	,000	-5,55882	1,16848	-7,89176	-3,22588
	Equal			-	66,00	,000	-	1,1684	-	-3,22588

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[15] Prihma Sinta Utami and Abdul Gafur, "Pengaruh Metode Pembelajaran Dan Gaya Belajar Siswa Terhadap Hasil Belajar Ips Di Smp Negeri Di Kota Yogyakarta," *Harmoni Sosial: Jurnal Pendidikan IPS* 2, no. 1 (2015): 97–103, https://doi.org/10.21831/hsjpi.v2i1.4622.

variances	4,7	0	5,5588	8	7,8917
not	57		2		6
assumed					

According to the table above, the significance value of the Independent T test is 0.000 0.05, and the Independent t value is -4,757. With the obtained df of 32, the obtained t table equals 2,457, so t-count > ttable equals 4,757 > 2,457.

Discussion

This study examines the relationship between the use of Quizizz as a learning evaluation instrument and the assessment of high school students' motivation to learn history. This study was conducted at SMAN 99 in Jakarta with samples of pupils from classes XI-IPS 1 and 2. Students were given a test consisting of 15 multiple-choice questions to complete as a research instrument for this study. The process of administering exams to students is carried out by dividing the exams across various media. Class XI-IPS 1 was administered exams using Quizizz media, whereas class XI-IPS 2 did not.

This study utilised a validation test of the product moment type and was deemed valid for a total of 15 queries because it met the requirement that the sig value be less than 0.005. The reliability of this study has been calculated using the Cornbach's alpha formula, and the results are greater than 0.60. Then, the findings from the assumption test calculations were continued, namely the normality and homogeneity tests. This study's normality test using the Shapiro-Wilk formula indicates that the extant data are normally distributed. This is evident from the fact that the significance value for learning outcomes with Quizizz (0.090) and without Quizizz (0.14) is greater than 0.05. This study's homogeneity test employs the Levene test formula, and the results indicate that the data in this study have homogeneous variants. The calculation results demonstrate this: the Levene Statistics significance value of the learning outcome variable without the Quizizizz application is 0.646% greater than 0.05.

According to the findings of this study, there is a correlation between the use of Quizizz and student learning outcomes; consequently, Quizizz also influences student learning motivation. Using the independent t test formula, it was determined that the significance level was 0.000 0.05 and the independent t value was -4,757. With the df obtained, 32, the t table obtained is 2,457, so the t-count is greater than the t table, namely 4,757 greater than 2,457. This demonstrates that H0 is rejected and H1 is accepted, leading to the conclusion that there is a significant difference between the learning outcomes of students who do not use the Quizizz application and

those who do. The application Quizizz has a substantial impact on student learning outcomes. Consequently, Quizizz influences student learning motivation, as measured by student learning outcomes.

The use of learning outcomes to assess students' learning motivation is based on Clayton Alderfer's theory, which was cited by H. Nashar to explain that learning motivation is the desire of students in the learning process, which is driven by the desire to achieve success. This statement can be interpreted to mean that if a student's learning outcomes are positive, their motivation to learn is also positive. Researchers use this rationale to conclude that learning outcomes are used to evaluate students' motivation to learn.

CONCLUSION

Based on the aforementioned presentation and discussion of the research findings pertaining to the impact of Quizizz utilization on the assessment of students' learning motivation in history education at SMAN 99 Jakarta, it is evident that the correlation between the employment of the Quizizz application (X) and students' academic performance in history learning (Y) is negligible, indicating a lack of significant relationship between these variables. The findings align with the research hypothesis, which posits that the use of Quizizz impacts learning results. Consequently, it can be inferred that Quizizz also exerts an influence on the cultivation of students' motivation to learn. Quizizz is a technological invention that can be readily implemented. In addition to its user-friendly interface, Quizizz possesses inherent utility and demonstrates efficiency in facilitating the learning process. Quizizz is a valuable resource that educators may utilize to address challenges related to enhancing students' motivation to study.

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