Application of Quizizz Educational Games and Rewards to Increase Students' Learning Motivation

Efy Lilawati[1], Esti Untari[2,*], Sri Kustiyah[3]

[1,2,3] State University of Malang, Indonesia
*Corresponding Author: efylilawati@gmail.com

Abstract : Learning through online that does not do face-to-face certainly has various challenges. One of the challenges is the lack of student learning motivation. Efforts to create an interesting and fun learning atmosphere require several breakthroughs, both in curriculum development, learning media innovation and fulfilling educational infrastructure. This study aims to describe the application of the quizizz educational game and the provision of rewards to increase the learning motivation of fifth grade students at SDN Tarokan 5 Kediri. The approach used in this research is a qualitative approach with the type of classroom action research. The research was carried out in two cycles. Each cycle consists of 4 stages, namely planning, implementation, observation, and reflection. The subjects of the research were the fifth grade students of SDN Tarokan 5, totaling 10 students consisting of 6 boys and 4 girls. The data in this study are the results of observations of teacher activities, student activities, and student learning motivation. Data collection techniques used by using observation, questionnaires, field notes and documentation. The results of the study by applying the quizizz educational game and giving rewards can run well and have increased. In the first cycle the average value of teacher activity was 98% in the very good category, increasing to 100% with the very good category in the second cycle. The value of student activity is 83.5% in the good category, in the second cycle it increases to 91.5% in the very good category. Meanwhile, the result of students' learning motivation in the pre-action was 53% with a very low category. In the first cycle, the results of the observation of students' learning motivation increased to 77% in the high category. Furthermore, in the second cycle, the results of the observation of students' learning motivation increased to 82% with a very high category. The conclusion of this study is that the application of the quizizz educational game and the giving of rewards to the fifth grade students of SDN Tarokan 5 Kediri, has been carried out by the teacher and students very well.

Keywords: *games* quizizz, rewards, student learning motivation, class V.

1. Introduction

The purpose of national education was born to prepare the nation's next generation who are ready to achieve the goals of the state. Students are learning subjects who are expected to become a generation that is able to compete in the era of globalization. Improving the quality of education can be done by making updates in the learning process. One of them is by updating the approach or learning method.

An interesting and fun learning atmosphere needs to be realized so that learning can run well and educational goals can be achieved so that the quality of education increases. Efforts to create an interesting and fun learning atmosphere require several breakthroughs, both in curriculum development, learning media innovation and fulfilling educational infrastructure. Aspects within the scope of the learning process, learning media innovation is deemed necessary to increase interest, motivation and student learning outcomes. According to Arsyad (2015: 16), in addition to generating student motivation and interest, teaching media can also help students improve understanding, present data in an interesting and reliable way, facilitate data interpretation, and condense information.

The problem is made even more severe because of the current pandemic. In 2020, the world community feels the big challenge of the Covid-19 pandemic. This pandemic has greatly impacted all fields, including the education sector. Formal education which is usually carried out directly in schools by conducting face-to-face meetings must be hampered by this pandemic. The only way out that can be chosen to overcome obstacles during this pandemic is to do online learning.

Learning through online that does not do face-to-face certainly has various challenges. One of the challenges is the lack of student learning motivation because they do not meet face to face. Students who usually interact directly with teachers, but now need an intermediary media to communicate virtually. The use of e-learning-based learning media is one way for educators to remain responsible for the development of their students. One type of e-learning in Indonesia is Quizizz. Quizizz

is a multiplayer quiz application. Quizizz can be accessed through a website that can be accessed at home with the help of the internet network. Quizizz is suitable for use in building interactive learning because students can take quizzes simultaneously with friends so that the ranking obtained in answering the quiz can be known. In answering quizzes on Quizizz, students' mastery of the material is required.

Student mastery of the material being taught can be influenced by several factors including raw input or the students themselves (B. Uno Hamzah, 2008: 86). The student factor becomes the element that determines the success or failure of the teaching delivered by the teacher, because every student has internal conditions where these conditions play a very important role in their daily learning activities, one of these internal conditions is motivation.

Interviews with classroom teachers were carried out on January 18, 2021 in class V at SDN Tarokan 5 Kediri. There were a lot of fifth grade students, 10 students consisting of 6 boys and 4 girls. Of all students have HP Smartphones. However, there are 4 out of 10 students who are passive in participating in online learning. Through the Quizizz application which is interesting and fun for learning with the application of the "learning by playing" system, it is hoped that it can be a special attraction for students in the learning process. With this application and the provision of rewards, it is hoped that it will make it easier for students to understand learning material using online so that their learning motivation will increase.

This is supported by a previous study entitled "Utilization of Smartphone-Based Quizizz Applications in Improving Learning Motivation of Vocational High School Students" and from the results of the study it can be revealed that learning by utilizing smartphone-based Quizizz applications besides being fun, challenging, and interactive has a positive impact on increasing student motivation . As well as previous research entitled "Efforts to Increase Learning Motivation Through Rewards in Mathematics Subjects for Class V Students at SD Negeri 03 Pingit, Pringsurat District, Temanggung Regency" it can be concluded that students' motivation and learning outcomes have increased. This study aims to describe the application of quizzz educational games and the provision of rewards to increase the learning motivation of fifth grade students at SDN Tarokan 5 Kediri

2. Literature Review

2.1 Quizizz

Quizizz is a web tool for creating interactive quiz games that are used in classroom learning. According to Purba (2019:5) "Quizizz is a game-based educational application, which brings multiplayer activities to the classroom and makes them interactive and fun in practice classes". Quzizz has interesting features that can be used to increase student learning motivation. Quizizz is an application that can be used to create multiplayer interactive quizzes that can be accessed via any device such as a computer, smartphone, or tablet to complete the quiz. Quizizz's interesting features can be used by teachers to facilitate the teaching and learning process, including teachers can create interactive quizzes with more than 4 answer choices, In addition, the teacher can add image media to the background of the question and adjust the question settings as desired. When the quiz is ready, we can share the code with students so that students can join the quiz. Students can join by opening the Google application then typing join.quizizz.com then click join then enter the game code along with their name. The order of the questions is randomized for each student, so it is not easy for students to cheat. Following are the steps to create a Quizizz account for admin (teacher); quizizz.com then click join then enter the game code along with their name. The order of the questions is randomized for each student, so it is not easy for students to cheat. Following are the steps to create a Quizizz account for admin (teacher); quizizz.com then click join then enter the game code along with their name. The order of the questions is randomized for each student, so it is not easy for students to cheat. Following are the steps to create a Quizizz account for admin (teacher);

   a. Step 1 Please login to https://quizizz.com
   b. Step 2 Click sign up, we can sign up by using a google account, or by entering our email.
   c. Step 3 After successfully signing up, please click a teacher.
   d. Step 4 in this step we, (a) Select the country, (b) Enter the postal code, (c) Enter the name of the school manually by clicking can't find your organization, (d) Click add organization, (e) Click continue , and (f) So far, we have successfully created an account on quizizz.com.

   After you finish creating an account, the next step is to create a quiz on quizizz.com. Here are the steps to create a quiz on Quizizz:
   a. Step 1, Click open quiz creator.
   b. Step 2, in this step, (a) Enter the name of the quiz to be created, (b) Select the language used in the quiz, (c) Enter a picture for the quiz. This image may or may not be filled in, (d) When finished, click save.
   c. Step 3, Click create new question to start creating questions.

d. Step 4, We will be taken to a page like below. Please fill in according to the description; Single answer is a question with one correct answer. Multiple select is a question with more than one correct answer.

e. Step 5, Please create as many questions as you want. If so, please click finish quiz then fill in grade and choose relevance subject. Grade: for what grade students. Choose relevance subjectc : please choose what our quiz is about.

f. Step 6, When finished please select an image and upgrade for the question.

After the quiz is completed, our next step is to give the quiz to students. The following steps must be taken so that we can give the quiz to students.

a. Step 1 Click live game

b. Step 2 Please make the settings with the following information; (a) If it is green, the question will be randomized. (make it green), (b) If it is green, the answer will be randomized. (make it green), (c) If it is green, after finishing the student will be shown the correct answer.

c. Step 3 Please make a selection of settings and click Host Game. Information ; (a) Team (quiz is done with a team), (b) Classic (students take quizzes individually), (c) Test (students take quizzes seriously using logins)

d. Step 4 If you have finished, please press proceed, then the quiz is ready to be given to students. Ask students to type join.quizizz.com on google on their cellphones or computers.

Next are the steps for students to join in the Quizizz interactive quiz that has been given by the teacher.

a. Step 1 Log in to your google account and type join.quizizz.com, then click the join quiz icon.

b. Step 2 Ask students to enter the game code, then enter their names. Students who have joined will be visible on the teacher's computer screen. Quiz can be started after all students join the quiz. Teachers just click start.

c. Step 3 After all students have finished doing the quiz. Students can see their ranking on the leaderboard and teachers can see the overall percentage of students' quiz results, both those who have reached the KKM and those who have not. And teachers can also download statistical data in the form of MS. Excel and see which questions many students fail.

2.2 Rewards

Rewards can be done verbally or non-verbally with the principles of warmth, enthusiasm and meaningfulness. According to Mulyasa (2011: 77) Reward is a response to a behavior that can increase the likelihood of repeating the behavior. Furthermore, according to Alma (2008:30) Reward is a positive response to a certain behavior from students that allows the behavior to reappear. So it can be concluded that reward is a method used by someone to give an award to someone for doing the right thing so that someone can be enthusiastic again in doing the task. For example, a teacher has given awards or praises to students who have answered questions well,

Giving rewards has an important role in developing student behavior. According to Mulyasa (2011: 78) the purpose of using rewards are 1) increasing students' attention to learning, 2) stimulating and increasing learning motivation, 3) increasing learning activities and fostering productive behavior. Based on some of these opinions, it can be concluded that the purpose of giving rewards is to increase students' learning motivation and to maintain positive and productive behavior.

2.3 Motivation to learn

Every child must have the motivation to learn in order to achieve something or the expected results. According to Malik (2011: 158) Motivation is a change in energy in a person (personal) which is characterized by the emergence of feelings and reactions to achieve goals. Furthermore, according to Soemanto (1990: 203) Motivation is a process within the individual. Knowledge of this process helps us to explain the behavior we observe and predict other behaviors of that person.

Student learning motivation is everything that is intended to encourage or encourage students to be even more active in their studies to get better achievements. The purpose of motivation in learning is to make students enthusiastic about learning. According to Purwanto (2007: 73) in general it can be said that the purpose of motivation is to move or inspire a person to arise the desire and willingness to do something so as to obtain results or achieve certain goals. For a teacher the purpose of motivation is to move or spur students to arise the desire and willingness to improve their learning achievement so that educational goals are achieved as expected.

3. Method

This study uses a qualitative approach with the type of classroom action research. The research model used is the model developed by Kemis & MC. Taggart (in Arikunto, 2010:16). The chart of the PTK is as follows.
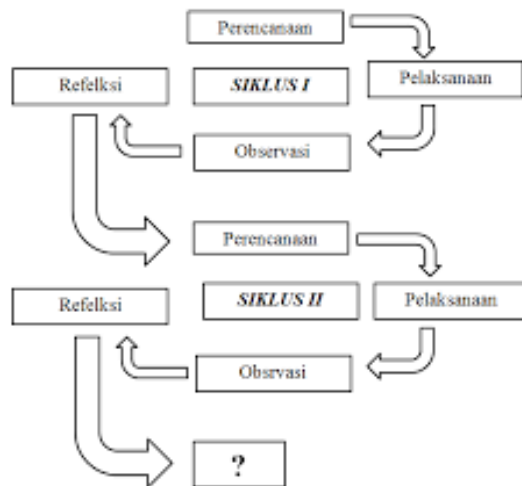
Figure 1. Class Action Research model by Kemis & MC. Taggart

(In Arikunto, 2014:16)

The research design has a cycle consisting of stages of planning, implementation, observation and reflection.

Table 1. Research design

Step	Activities
Planning	The planning stage begins when preparing the proposal, beginning with observations to identify online learning problems for fifth grade students at SDN Tarokan 5 Kediri.
Implementation	researchers conduct learning based on the RPP (Learning Implementation Plan) that has been prepared. Researchers collaborated in conducting research, assisted by class V teachers.
Observation	At the time of teaching and learning activities take place, researchers make observations on the course of learning. Researchers made observations using observation sheets during the learning process.
Reflection	Researchers conducted an analysis that occurred in learning to find learning deficiencies in cycle I. The results of reflection were used to find alternative solutions to problems so that they could be improved in cycle II.

This study uses a collaborative model involving one teacher and a colleague as a collaborator. According to Akbar (2010:36) the collaborative model is "a researcher can collaborate with a collaborator". In this study, the researcher will collaborate with the fifth grade teacher at SDN Tarokan 5 Kediri and their colleagues.The researcher acts as a model teacher and is assisted by a fifth grade teacher who acts as an observer in charge of collecting data implementation of the educational game quizizz as well as giving rewards and taking pictures for documentation purposes during the learning process. This research was conducted at SDN Tarokan 5 Kediri, Dusun Sagi, Tarokan Village, Kec. Tarokan, Kediri Regency, East Java for the even semester of the 2020/2021 academic year which has 6 classes, namely class I to class VI.

a. Observation data were obtained from the teacher's steps in the implementation which included (1) providing material files via whatsapp groups; (2) instruct; (3) guide the application download; (4) provide quiz code; (5) give rewards. The source of the data is the teacher

b. To obtain data on the learning motivation of fifth graders at SDN Tarokan 5 Kediri during the application of the quizizz educational game as well as the provision of rewards by using questionnaire sheets and documentation. The data sources are students.

Data on the implementation of quizizz educational games and the provision of rewards were analyzed in the following way.

a. Calculating the score from the observer's assessment based on the observed aspects. Each aspect observed has a score of 1 for the answer "yes" if the observed aspect appears during observation and is given a score of 0 for the answer "no" if the observed aspect does not appear during observation,

b. Calculate percentage with data processing formula:

PK = Success score: Maximum score x 100%

c. Perform percentage analysis by categorizing based on the qualification standards in the following table 3.1.

Table 2. Qualifications for Successful Implementation of Learning.

Value or percentage (%)	Action Success Criteria
81 - 100	Very good
61 - 80	Good
41 - 60	Enough
21 - 40	Less
0 – 20	Very less

Source: adapted Iskandar (2008:93)

a. The steps taken in processing student learning motivation questionnaires.

b. Performing motivational scoring followed by determining the value of motivation with the formula:

$$Nilai\ motivasi = \frac{skor\ yang\ diperoleh}{skor\ maksimum} \times 100$$

c. Grouping motivational values into categories of very good, good, sufficient, less, and very poor.

d. Determine the percentage value of learning motivation for each indicator by using the formula:

$$\%\ tiap\ indikator = \frac{jumlah\ skor\ yang\ didapat}{skor\ total\ yang\ diharapkan} \times 100\ \%$$

e. The percentage value of each indicator obtained is then interpreted in the form of a sentence with the following criteria:

Table 3. Motivation Questionnaire Criteria for Each Indicator

Value or percentage (%)	Action Success Criteria
81 - 100	Very high
61 - 80	High
41 - 60	Medium
21 - 40	Low
0 – 20	Very low

Source: adapted Iskandar (2008:93)

4. Results

4.1 Pre-action Data Exposure

Activities carried out in the pre-action include planning, implementing, observing and reflecting. Planning for the pre-action started from asking permission from the principal of SDN Tarokan 5. Asking for permission was intended to conduct observations in class V. Next, the researcher coordinated with the class V teacher regarding the schedule for observations. The implementation of the pre-action was carried out on January 18, 2021. The implementation was in the WhatsApp group for class V at SDN Tarokan 5 with a total of 10 students. The researcher entered the whatsapp group at 08.00 WIB while learning about theme 6 heat and its transfer, sub-theme 6.2 heat transfer around us.

When working on the questions given by the teacher, it appears that students have not been motivated in working on the questions so that the collection of answers to the questions does not match the agreed time. This is proven when collecting answers to questions, 4 out of 10 students collect answers to questions according to the agreed time, but 2 out of 10 students exceed the agreed time, and 4 out of 10 students do not collect answers to the questions given.

During the learning process, it was still seen that the students had not been active in responding to the teacher's explanation. There are still some students, namely 4 out of 10 students overall seem to have not responded to what the

teacher said.When the teacher asks to ask questions, none of the students ask and students prefer to be silent. The teacher has tried to make assignments by writing 10 questions in the group chat but there are only 6 students who do the assignments seriously and collect assignments on time. This can be seen from the willingness of students to complete the task. While other students collect assignments the next day.

Table 4. Student Questionnaire Results at the Pre-action Stage

No	Sub Variable	Percentage	Category
1.	There is a desire and desire to succeed	61%	Low
2.	There is a drive and a need for learning	48%	Very low
3.	There are hopes and dreams for the future	60%	Low
4.	There is a learning award	50%	Very low
5.	There are interesting activities in learning	43%	Very low
6.	There is a conducive learning environment	60%	Low
	Average	53%	Very low

Based on the data in table 4.1 above, it can be seen that the average student learning motivation at the pre-action stage is 53% and is in the very low category. Based on this data, it can be concluded that students' learning motivation still needs to be improved. Based on the observations that have been obtained, the researcher provides a solution by applying the Quizizz Educational Game and giving rewards to increase the learning motivation of the fifth grade students of SDN Tarokan 5 Kediri in learning.

4.2 Action Data Exposure Cycle I
4.2.1 Meeting 1

Activities carried out in cycle I include planning, implementation, observation, and reflection. The action in cycle I was carried out in two meetings. In the preliminary activity in the lesson plan, it contains the motivation given to students and an explanation of the reward to be given in the form of a digital certificate. In the closing activity in the lesson plans, it contains a guide for using quizzz media for students which is delivered by the teacher. Next, prepare an e-LKPD that is created using a live worksheet.

Preparing research instruments, namely observation sheets on the implementation of the Quizizz Educational Game and giving rewards, student activity observation sheets, and learning motivation questionnaires made using googleform. After that, ask for comments and suggestions on the instrument to the supervisor and tutor teacher.

The implementation of the action in cycle I consisted of two meetings. Meeting 1 was held on Wednesday, March 10, 2021. While meeting 2 was held on Wednesday, March 17, 2021. The activity began with students answering greetings from the teacher. Then students were asked to check their attendance through voice notes on WAG. Furthermore, students are asked to read a prayer before learning and habituation of nationalism by reciting Pancasila. After that, the teacher did apperception by sending pictures about the environment that were sent to WAG. These activities can be seen in Figure 2.
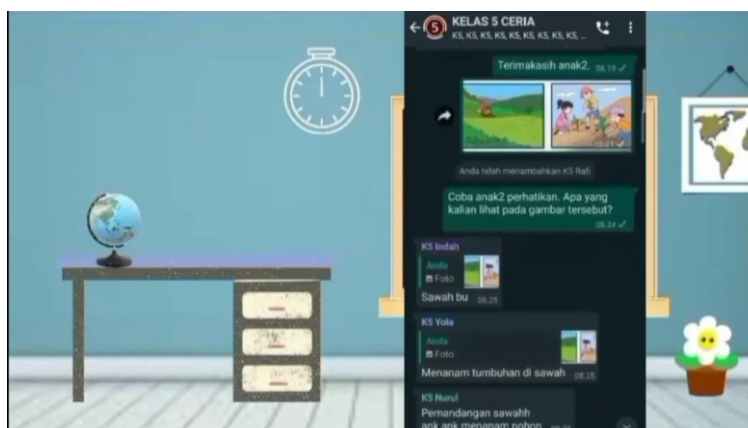

Figure 2. Teachers and Students Apperception

The activity was continued with the teacher and students asking questions about the picture of the environment. The teacher asks the students, "Is the environment useful for humans?". Then the students answered, "Yes ma'am". The teacher provides reinforcement for the answer, "yes because the environment provides human needs". Furthermore, students are given information on the theme to be studied, learning objectives, and providing motivation. After that, enter the main activity. The core activity includes the steps of the learning model used, namely Discovery Learning.

The first step is stimulation. Students are asked to observe pictures about the surrounding environment sent by the teacher in the whatsapp group. Students and teachers ask questions about the picture. The teacher asked the students, "What are the benefits that humans get if they take care of the environment?". Then the students answered, "If you take care of the environment, then human needs will be fulfilled". The teacher asked the students, "What are the consequences if humans do not take care of the environment?". Students answered, "The environment is damaged and does not provide benefits and can even cause disaster". Then the teacher gave reinforcement of the answer, "Yes, that's right, children, for example, if we don't maintain cleanliness, for example the cleanliness of the river, then during the rainy season like this it will cause flooding. One of the important elements in the environment is water.

The second step is problem identification. Students are asked to observe pictures of water sent by the teacher in the whatsapp group. Students are asked to describe the relationship of water use in daily life. Students write down the relationship between water and their daily life on a live worksheet. Problem identification activities can be seen in Figure 3.
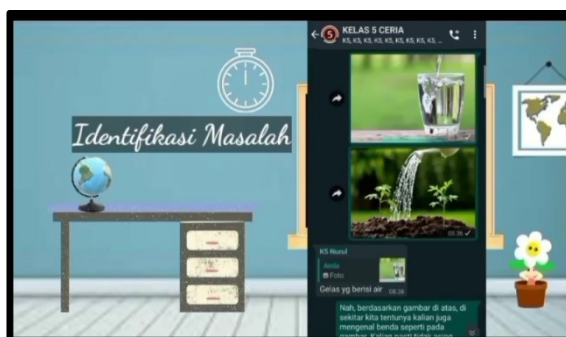

Figure 3. Teacher Guides Problem Identification Steps

The next step is data collection. Students read non-fiction texts about water on the google document link sent by the teacher on the whatsapp group. Students and teachers conduct questions and answers to explore information about water in life based on the text. Data collection activities can be seen in Figure 4.
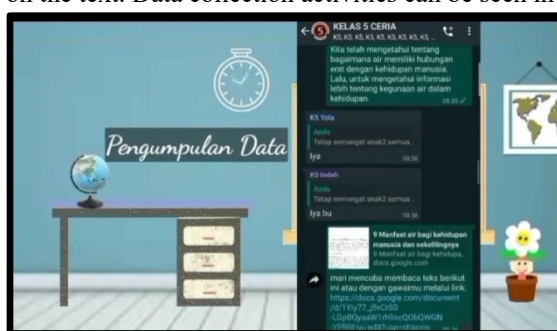

Figure 4. Teacher Guiding Students in Data Collection

The next step is data processing. Students analyze the benefits of water in daily life. Students add information based on videos about the benefits of water in life provided by the teacher, and look for additional information via the internet. When finished, enter the proof step. Each student makes a chart about the benefits of water in everyday life. The last step is conclusion. Students are asked to conclude about the benefits of water in everyday human life. Students are asked to rewrite information about the benefits of water in daily life in their own language. In the closing activity, the teacher gives students the opportunity to ask questions that have not been understood. Then students are asked to work on evaluation questions. These activities can be seen in Figure 4.4.

Figure 5. Students Conduct Evaluation Using Quizizz

Evaluation using media quizzz. Students listen to the instructions from the teacher in working on evaluation questions using quizizz. After finishing, the teacher closed the lesson by reflecting, following up, singing folk songs and praying.

4.2.2 Meeting Activities 2

The activity begins with students answering greetings from the teacher. Then students were asked to check their attendance through voice notes on WAG. Furthermore, students are asked to read a prayer before learning and habituation of nationalism by reciting Pancasila. After that, the teacher did apperception by sending pictures about the environment that were sent to WAG. The activity was continued with the teacher and students asking questions about the picture of the environment. The teacher asks the students, "What do you think of seeing the two pictures"? Then the students answered, "Yes ma'am". The teacher reinforces the answer, "Picture A looks fresh and beautiful. While picture B looks barren land. Then the teacher asked the students again, "Can the environment like picture A change like picture B"? Then the students answered, "Yes". The teacher reinforces the answer, "Yes, because if we don't take care of our environment and don't save water, the land around us will become barren." Furthermore, students are given information on the theme to be studied, learning objectives, and providing motivation. After that, enter the main activity. The core activity includes the steps of the learning model used, namely Project Based Learning.

The first step is to determine the basic questions. Students and teachers conduct questions and answers to stimulate students' curiosity about the topics to be discussed in learning. Students and teachers ask questions about the picture. The teacher asked the students, "Do you know what a well is?" Then the students answered, "A place to collect rainwater, ma'am". The teacher asked the students, "Where did the well water come from"? The student answered, "From rainwater and ground water". Next, the teacher provides reinforcement for answers. These activities can be seen in Figure 6.

Figure 6. Teacher Guiding in Determining Fundamental Questions

The second step is to design a project plan. Students listen to the teacher about making a project to create a mind map of the events of the groundwater cycle and a schematic of the sequence of processes in which the groundwater cycle occurs. Students see examples of schemas sent by the teacher. These activities can be seen in Figure 7

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Figure 7. Teacher Guiding Students in Designing Project Plans

The next step is to make a schedule. Students and teachers agree on the schedule and time of the project to create a schematic about the sequence of processes in which the groundwater cycle occurs. Each student is required to complete the project within the agreed time.

The next step is to monitor students and project progress. Students read the text of the story "Groundwater Cycle" on google documents. Students identify the events that occur in the reading "Groundwater Cycle" on the live worksheet. When finished, enter the proof step. Each student makes a chart about the benefits of water in everyday life. Next, the students watched the video about the "groundwater cycle" that was sent by the teacher. Students analyze the factors that affect the groundwater cycle according to the video. After that, students make a schematic sequence of groundwater occurrence based on the identification of non-fiction text events and factors that affect the groundwater cycle.

Next is the step of testing the results. Students retell the story of the occurrence of the water cycle. Students send their project results to the teacher upon completion. The last step is to evaluate the experience. Students are asked to conclude about the benefits of water in everyday human life. Students are asked to rewrite information about the benefits of water in daily life in their own language.These activities can be seen in Figure 8.

Figure 8. Teacher Guiding Students in Evaluating Experience

Enter the closing activity. The teacher gives students the opportunity to ask questions that they have not understood. Then students are asked to work on evaluation questions. Evaluation using media quizzz. Students listen to the instructions from the teacher in working on evaluation questions using quizizz. After finishing, the teacher closed the lesson by reflecting, following up, singing folk songs and praying.Observations in cycle I were carried out at every meeting. The data obtained are: (1) the results of observations which include teacher and student activities, and (2) the results of the learning motivation questionnaire obtained at the end of the first cycle. observations will be presented as follows.

Table 5. Recapitulation of Teacher and Student Activities on the Implementation of Quizizz Educational Games and the Giving of Cycle I . Rewards

No. Cycle I	Meeting 1	Meeting 2 Pertemuan
Teacher Activities		
Number of activities	24	25
Percentage	96%	100%
Criteria	Very good	Very good
Student Activities		

Number of activities	79	88
Percentage	79%	88%
Criteria	Good	Very good

Based on table 5, it can be seen that the teacher's activities in the first cycle have reached very good criteria. The number of teacher activities that have been carried out at meeting 1 is 24 of 25 activities with a percentage of 96%. This shows that there is still one activity that has not been carried out by the model teacher at meeting 1. The activity that has not been carried out is that the teacher has not conveyed the learning steps.

Implementation at the second meeting of teacher activities has increased, namely there are 25 activities that have been carried out out of a total of 25 activities with a percentage of 100%. This happens because there are improvement efforts made by the teacher. The teacher has completed these aspects in the lesson plans in the preliminary activities.

Student activities have also reached very good criteria, this shows that there is a link between activities carried out by teachers and students. Table 4.2 shows that the number of activities carried out by students is 7 out of 10 activities with a percentage of 79%. This shows that there are still three activities that have not appeared at meeting 1. Activities that have not appeared are that students do not dare to ask the teacher when they encounter things that they do not understand. And students do not dare to express opinions when discussing between teachers and students. In addition, students have not completed the task from the teacher correctly.

Implementation at meeting 2 of student activities also experienced an increase, namely there were 9 activities that had been carried out out of a total of 10 activities with a percentage of 88%. This happens because of the guidance and motivation provided by the teacher. However, there is still one activity that has not been carried out by students, namely most students have not dared to express their opinions during discussions between teachers and students. This statement was proven by only 4 students who dared to express their opinion. The results of the student learning motivation questionnaire can be seen in table 6.

Table 6. Student Questionnaire Results at Cycle I . Phase

No	Sub Variable	Percentage	Category
1.	There is a desire and desire to succeed	78%	High
2.	There is a drive and a need for learning	78%	High
3.	There are hopes and dreams for the future	84%	Very high
4.	There is a learning award	76%	High
5.	There are interesting activities in learning	73%	High
6.	There is a conducive learning environment	75%	High
	Average	77%	High

Based on table 6, the data obtained in the first cycle is known that five indicators have reached the high category and one indicator has reached the very high category.

In the first cycle of meetings 1 and 2 there are still shortcomings as follows.
a. The teacher has not provided motivation in the preliminary activities. The solution given is to complete these aspects in the RPP in the preliminary activities.
b. The teacher had difficulty sending videos to the whatsapp group because the internet signal was suddenly weak. The solution given by the teacher is to prepare alternative videos in the form of links so that it is easier to send videos.

4.3 Cycle II Action Data Exposure
4.3.1 Meeting 1

Actions in cycle II were carried out based on the results of observations and reflections at the stage of cycle I. Activities carried out in cycle II included planning, implementation, observation, and reflection. Activities carried out in the action planning stage are compiling learning tools in the form of lesson plans, teaching materials, e-LKPD, learning media, evaluation questions using quizizz media, assessment instruments, and observation instruments. The implementation of the action in cycle II consisted of two meetings. Meeting 1 will be held on Wednesday, March 31, 2021. Meanwhile, meeting 2 will be held on Wednesday, April 7, 2021.

The activity begins with students answering greetings from the teacher. Then students were asked to check their attendance through voice notes on WAG. Furthermore, students are asked to read a prayer before learning and

habituation of nationalism by reciting Pancasila. After that, the teacher did apperception by sending pictures about the environment that were sent to WAG. The activity continued with the teacher and students asking questions about the environmental picture. The teacher asked the students, "*What activities are carried out in the picture??*". Then the students answered, "They are planting trees". The teacher reinforces the answer, "yes they are planting trees or it is called reforestation". Furthermore, students are given information on the theme to be studied, learning objectives, and providing motivation.These activities can be seen in Figure 9.

Figure 9. Teacher Delivers Learning Objectives

After that, enter the main activity. The core activity includes the steps of the learning model used, namely Problem Based Learning. The first step is problem orientation. Students observe pictures of clean water and dirty water sent to WAG. Students and teachers ask questions about the picture. The teacher asked the students, "*What is the difference between picture A and picture B?*". Then the students answered, "Picture A is a picture of dirty water, and picture B is a picture of clean water". The teacher asked the students, "*Which water can humans use to meet the needs of life such as drinking, washing clothes, and watering plants?*". The student answered, "Water in picture B". Then the teacher gave reinforcement of the answer, "Yes, children, picture A is water that is suitable for use to meet daily needs such as drinking, washing clothes, cooking, and watering plants".

The second step is to organize students to learn. Students observe the pictures displayed by the teacher. Students are asked to analyze the conditions that affect water quality.These activities can be seen in Figure 10.

Figure 10. The teacher organizes students to study

The next step is to guide individual or group experiences. Students and teachers watch the video "Let's Save Water". Students ask questions related to the videos that have been observed which are good. Students are asked to write down the results of the analysis on the e-LKPD with the link provided by the teacher. These activities can be seen in Figure 11.

Figure 11. Teacher Guiding Individual Experience

The next step is to develop and present the learning outcomes. Students read the text "Water for Daily Needs" on the google document link sent by the teacher. Students describe the information contained in the reading text. Students are asked to make a mind map about the benefits of water. The last step is to analyze and evaluate the problem. Students are asked to rewrite important information in the reading text. Students and teachers conclude the benefits of water for life. Students and teachers conclude today's lesson.

Enter the closing activity. The teacher gives students the opportunity to ask questions that they do not understand. Then students are asked to work on evaluation questions.These activities can be seen in Figure 12.

Figure 4.12 Students Conduct Evaluation with Quizizz

Evaluation using media quizzz. Students listen to the instructions from the teacher in working on evaluation questions using quizizz. After finishing, the teacher closed the lesson by reflecting, following up, singing folk songs and praying.

4.3.2 Meeting 2 Pertemuan

The activity begins with students answering greetings from the teacher. Then students were asked to check their attendance through voice notes on WAG. Furthermore, students are asked to read a prayer before learning and habituation of nationalism by reciting Pancasila. After that, the teacher did apperception by asking questions about the quality of water used in daily life at WAG. The teacher asked the students, "*How is the quality of the water you use for bathing?*". Then the students answered, "the water is fresh ma'am". Furthermore, students are given information on the theme to be studied, learning objectives, and providing motivation. After that, enter the main activity. The core activity includes the steps of the learning model used, namely Problem Based Learning.

The first step is problem orientation. Students watch a video about the water cycle. Students and teachers ask questions about the video. The teacher asks the students, "What is the water cycle"? Then the students answered, "The water cycle is a series or stages that water goes through from the earth, to the atmosphere, and back again to the earth". The activity can be seen in figure 13.

Figure 13 Teacher Guiding Problem Orientation Steps

The second step is to organize students to learn. After asking questions, students record the results of the information obtained based on the video they have observed. Students are given time by the teacher to take notes. The next step is to guide individual or group experiences. Next, students analyze the effect of water quality on human survival. Students write down the results of the analysis on the e-lkpd with the link provided by the teacher.

The next step is to develop and present the learning outcomes. After students analyze water quality, then students make a schema about the water cycle. Students read the text "World Water Day" on the googledocument

link sent by the teacher. Students mark important information in the text. Students and teachers conduct questions and answers based on the text "World Water Day".These activities can be seen in Figure 14.
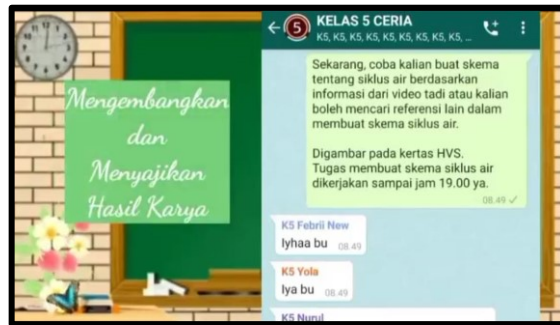

Figure 14 Students are asked to develop their work

The last step is to analyze and evaluate the problem. Students are asked to rewrite important information in the reading text. Students and teachers conclude today's lesson. Enter the closing activity. The teacher gives students the opportunity to ask questions that they do not understand. Then students are asked to work on evaluation questions. Students evaluate using quizzz media and can be seen in Figure 15.

Figure 15 Students Doing Evaluation on Quizizz

Evaluation using media quizzz. Students listen to the instructions from the teacher in working on evaluation questions using quizizz. After finishing, the teacher closed the lesson by reflecting, following up, singing folk songs and praying. Observations in cycle II were carried out at each meeting. The data obtained are: (1) the results of observations which include teacher and student activities, and (2) the results of a learning motivation questionnaire obtained at the end of the second cycle. Observations were carried out simultaneously with the action implementation stage and were carried out collaboratively with the fifth grade teacher.

The recapitulation of teacher and student activities on the application of the Quizizz Educational Game and the second cycle of Rewards can be seen in table 7.

Table 7. Recapitulation of Teacher and Student Activities in the Implementation of Quizizz Educational Games and Rewards Cycle II

Cycle II	Meeting 1	Meeting 2 Pertemuan
Teacher Activities		
Total score	25	25
Percentage	100%	100%
Criteria	Very good	Very good
Student Activities		
Total score	90	93
Percentage	90%	93%
Criteria	Very good	Very good

Based on table 7, it can be seen that the teacher's activities in cycle II have reached very good criteria. All teacher activities have been carried out very well. In line with the increase in teacher activity, student activity also increased to very good criteria. The results of the student learning motivation questionnaire can be seen in table 4.5.

Table 8. Student Questionnaire Results at Cycle II Phase

No	Sub Variable	Percentage	Category
1.	There is a desire and desire to succeed	81%	Very high
2.	There is a drive and a need for learning	83%	Very high
3.	There are hopes and dreams for the future	85%	Very high
4.	There is a learning award	81%	Very high
5.	There are interesting activities in learning	83%	Very high
6.	There is a conducive learning environment	80%	Very high
	Average	82%	Very high

Based on table 8, the data obtained in the second cycle is known that all and one indicator reached the very high category. Seeing the results obtained at the end of the second cycle, it can be concluded that the classroom action research was sufficient and was not continued to the next cycle.

4.4 The application of quizizz educational games and the provision of rewards for fifth grade students at SDN Tarokan 5 Kediri.

Implementation of learning by applying quizizz educational games and giving rewards. Recapitulation of teacher and student activities in learning by implementing quizizz educational games and giving rewards. can be seen in table 9.

Table 9. Recapitulation of Teacher and Student Activities in Cycles I and II

No.	Aspect	Cycle I		Cycle II	
		Meeting 1	Meeting 2 Pertemuan	Meeting 1	Meeting 2 Pertemuan
1.	**Teacher Activities**	24	25	25	25
	Percentage	96%	100%	100%	100%
	Criteria	Very good	Very good	Very good	Very good
2.	**Student Activities**	79	88	90	93
	Percentage	79%	88%	90%	93%
	Criteria	Good	Very good	Very good	Very good

Based on table 9, it can be seen that the percentage of teacher and student activities has increased from cycle I to cycle II. The data shows that the application of quizizz educational games and the provision of rewards is carried out well by teachers and students. The increase in teacher and student activities can be seen in Figure 4.15.
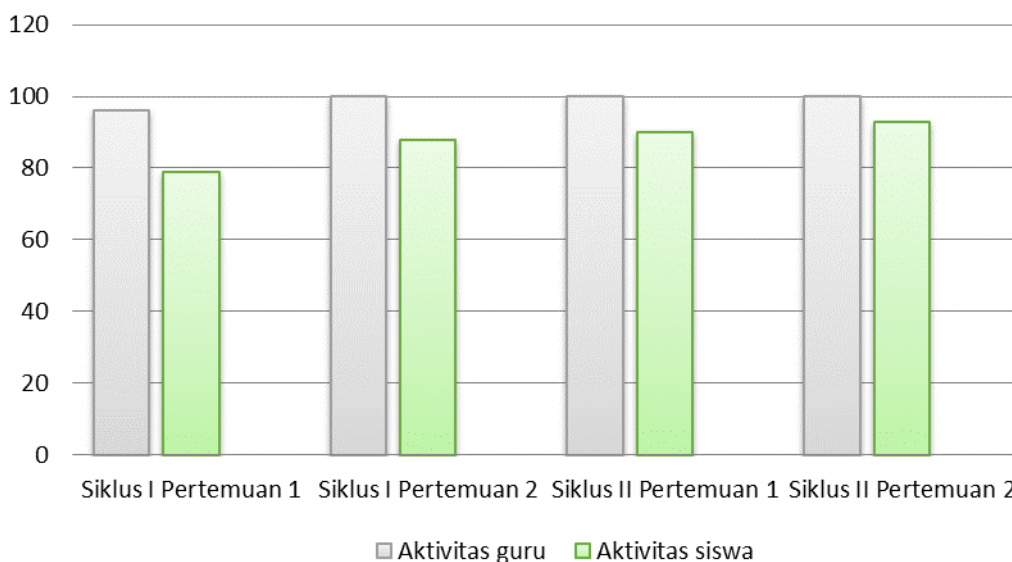
Figure 16. Increased activity of teachers and students

4.5 Increased learning motivation for fifth grade students at SDN Tarokan 5 Kediri when implementing quizzz educational games and giving rewards

Students' learning motivation for fifth grade students at SDN Tarokan 5 Kediri when implementing the quizizz educational game and giving rewards was obtained from a questionnaire given to students via googleform. The recapitulation of the results of the student learning motivation questionnaire from the pre-action stage to the second cycle can be seen in table 4.7.

Table 10. Recapitulation of Student Learning Motivation at the Pre-action Stage to Cycle II

No.	Sub Variable	Pre-action	Cycle I	Cycle II
1.	There is a desire and desire to succeed	61%	78%	81%
2.	There is a drive and a need for learning	48%	78%	83%
3.	There are hopes and dreams for the future	60%	84%	85%
4.	There is a learning award	50%	76%	81%
5.	There are interesting activities in learning	43%	73%	83%
6.	There is a conducive learning environment	60%	75%	80%
	Average	53%	77%	82%
	Category	Very low	High	Very high

Based on table 10, it can be seen that students' learning motivation has increased from the pre-action stage to the second cycle. The data shows that the application of quizizz educational games and the provision of rewards increases students' learning motivation.

5. Discussion

5.1 Application of Quizizz Educational Games and Rewards for Class V Students Sdn Tarokan 5 Kediri

Based on the research findings, information was obtained that the application of the Quizizz educational game in class V was carried out in two cycles, namely cycle I and cycle II. Teacher and student activities were observed using teacher observation sheets and student observation sheets. The results of the study starting from the initial stage, cycle I, and cycle II, fifth grade students at SDN Tarokan 5 Kediri experienced an increase in teacher and student activities. The

percentage of teacher activity in the first cycle was 96% with very good criteria. This means that all the learning scenarios in the first cycle cannot be implemented. After making improvement efforts in the second cycle based on the reflection of the first cycle, in order to obtain 100% results in the second cycle.

There is 1 activity that has not been carried out by the teacher in the first cycle, namely providing motivation. According to Malik (2011: 158) motivation is a change in energy in a person (personal) which is characterized by the emergence of feelings and reactions to achieve goals. According to Malik's opinion, in this step students should be given encouragement or encouragement to be even more active in their studies to get better achievements. Based on this explanation, it can be seen that the teacher still has not carried out the learning as planned in the preliminary activities in the lesson plan.

Improvement efforts made in the second cycle are completing these aspects in the lesson plans in the preliminary activities, the teacher must condition the class well, the time allocation in each activity needs to be considered, and the teacher must provide guidance to students. Based on the results of observations and analysis of the efforts carried out focused on the implementation of the learning process. The thing that must be maintained in cycle II is that the teacher carries out learning in accordance with the steps that have been planned and the motivation and rewards in learning.

The learning in the second cycle of the teacher has been in accordance with the planned RPP which is based on the reflection of the first cycle. The teacher's activity in the second cycle has increased the percentage of success, which is 100%. This happens because the teacher carries out learning in accordance with the planned RPP based on the results of the reflection cycle I. The teacher motivates students so that students are active in learning. In addition, the teacher provides guidance to students who are still having difficulties.

Learning by applying the quizizz educational game and giving rewards in cycles I and II raises students' enthusiasm so that it increases students' interest in participating in learning. Through the application of quizzz educational games and giving rewards, students are more active in learning than during pre-action. The application of quizizz educational games and the provision of rewards can increase student activity. This is evidenced by the percentage of student activity in the first cycle of meeting 1 of 79% with good criteria.

The percentage of 79% indicates that there are still two activities that are still low at meeting 1. Activities that are still low are that students are still low in showing interest during the learning process. In addition, students are still low in expressing opinions during question and answer activities. Implementation at the second meeting of student activities also increased with a percentage of 88%. This happens because of the improvement efforts made by the teacher through the provision of guidance and motivation. However, there is still one activity that has not been carried out by students, namely most students have not dared to express their opinions during the question and answer activity. This statement was proven by only 6 students who dared to express their opinions during the question and answer activity.

Guidance and motivation from the teacher increased the percentage of student activity in the second cycle to 93% with very good criteria. Based on the findings obtained from observations of teacher activities and student activities, it can be concluded that the application of quizizz educational games and the provision of rewards can increase the activity of fifth grade students at SDN Tarokan 5 Kediri.

5.2 Increasing Learning Motivation for Class V Students Sdn Tarokan 5 Kediri When Implementing Quizizz Educational Games and Giving Rewards

Based on the data exposure that has been described, students' learning motivation has increased from the pre-action stage to cycle II. The purpose of motivation according to Purwanto (2007: 73) in general it can be said that the purpose of motivation is to move or inspire a person to arise the desire and willingness to do something so as to obtain

results or achieve certain goals. For a teacher the purpose of motivation is to move or spur students to arise the desire and willingness to improve their learning achievement so that educational goals are achieved as expected.

Learning motivation is so important for students, especially in teaching and learning activities. The motivation that exists in students can be known by looking at the indicators of learning motivation seen in students. The indicators of learning motivation include the following (Sardiman, 2007: 83). Diligent in the face of the task (can work continuously for a long time, never stop before completion).

a. Tenacious to face difficulties (not quickly satisfied).
b. Does not require external encouragement to perform as well as possible (not quickly satisfied with the achievements he has achieved).
c. Prefer to work independently.
d. Get bored quickly on routine tasks (things that are mechanical, just repetitive, so less creative).
e. Can defend his opinion (if you are sure of something).
f. Enjoys finding and solving problems (sensitive and responsive to common problems, and thinking of ways to solve them).

In the initial conditions, students' learning motivation was 53%, increasing to 77% in the first cycle, and 82% in the second cycle. The increase in learning motivation is influenced by the use of quizizz media which allows students to compete with each other and motivates them in learning so that learning motivation can increase.

The percentage of pre-action learning motivation questionnaire results is 53% with very low criteria. So it is necessary to improve the implementation of learning by applying quizizz educational games and giving rewards in cycle I and cycle II. Observations were made through a questionnaire given to students with sub-variables of the desire and desire to succeed, the encouragement and need in learning, the hopes and aspirations of the future, the learning rewards, the interesting activities in learning and the conducive learning environment.

The results of the first cycle of learning motivation questionnaire showed an increase in the percentage of 77% with high criteria. This is because five indicators have a high category and one subvariable with a very high category. Efforts made by the teacher are to maintain the habituation that has been running in class V. Support and motivation are carried out so that there is no decline.

The data in cycle II stated that all students were able to maintain their learning motivation. The percentage of learning motivation questionnaire results in the second cycle is 82% with a very high category. This is indicated by all subvariables getting very high category.

This is in accordance with the findings of a research conducted by Nurhayati in 2020 with the title Improving Student Activity in Online Learning Through the Quiziz Educational Game Media during the Prevention of the Spread of Covid-19 which has an impact on increasing student activity. Quizizz educational games can be used as learning media or evaluation tools, thereby attracting students' attention to be more motivated in the learning process. This is also in accordance with the findings of research conducted by Yulia Isratul Aini in 2019 that quizizz can produce creative, innovative and fun learning media so that it needs to be used as a learning medium.

Conclusion

Based on the discussion that has been carried out, it can be concluded that the application of the quizizz educational game and the giving of rewards to the fifth grade students of SDN Tarokan 5 Kediri, has been carried out by teachers and students very well. This is evident from the results of teacher and student activities increasing from good criteria in the first cycle and then increasing in the second cycle with very good criteria. Students' learning motivation can increase after implementing quizizz educational games and rewards. This is indicated by an increase in the average student motivation from cycle I to cycle II.Quizizz media should be used as one of the evaluation media used in learning, because it can make students

more diligent in facing assignments, more tenacious in facing difficulties, preferring to work independently, more able to defend their opinions, and prefer to find and solve problems about questions.

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