

THE EFFECT OF USING QUIZIZZ LEARNING MEDIA ON STUDENTS' LEARNING OUTCOMES IN PANCASILA EDUCATION FOR GRADE XI STUDENTS OF SMAN 1 KAMANG MAGEK, AGAM REGENCY, WEST SUMATRA

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ABSTRAK

This research was motivated by students' learning outcomes that had not yet reached the expected standards, particularly in the Pancasila Education subject. Approximately 20% of Grade XI students at SMAN 1 Kamang Magek had not met the minimum achievement criteria. This condition occurred due to students' lack of interest during the learning process. Therefore, Quizizz-based learning media was implemented as an effort to improve students' learning outcomes. The purpose of this study was to determine the effect of Quizizz learning media on students' learning outcomes in Pancasila Education. The research employed a quantitative experimental method with a Pretest-Posttest Control Group Design. The study was conducted at SMAN 1 Kamang Magek, Agam Regency, West Sumatra. The population consisted of all Grade XI students totaling 90 individuals. The sample was determined through a random sampling technique, resulting in two homogeneous classes with a total of 61 students. The data analysis results showed that there was a positive and significant effect between the use of Quizizz learning media and students' learning outcomes. The obtained values were $t_{\text{count}} = 3.290 > t_{\text{table}} = 2.001$ and $\text{sig. (2-tailed)} = 0.002 < 0.05$. Thus, the alternative hypothesis (H_a) was accepted. In conclusion, the Quizizz learning media was effective in increasing students' interest and learning outcomes in Pancasila Education for Grade XI students of SMAN 1 Kamang Magek.

Keywords: Learning Media; Quizizz; Students' Learning Outcomes; Pancasila Education.

INTRODUCTION

Education is one of the essential steps that must be taken to prepare the younger generation to face the challenges of the global era. Therefore, education must be implemented properly to produce high-quality education and improve the quality of human resources (HR). Technological development also influences the education sector. In the learning process, there is a close relationship between methods, media, and learning outcomes. Media serve as tools for teachers to deliver the material to students. Meanwhile, learning methods focus on how the teaching materials are organized and the strategies used in their delivery. Furthermore, learning outcomes are evaluated effectively and efficiently to measure the extent to which students understand the material and how interested they are in the subjects being studied (Nurrita, 2018:172).

The rapid development of science and technology today has greatly influenced various aspects of human life. In the field of education, technology has a significant positive impact on the learning process. Students can now access various sources of information more quickly and easily. In addition, there are several applications that teachers can utilize, such as PowerPoint, YouTube, and e-learning systems, which serve as learning media. By integrating technology into the learning process, teaching activities become more engaging, enjoyable, and innovative (Solikah, 2020:2).

However, observations in the field show that many teachers are still not optimal in delivering lessons and creating an engaging classroom atmosphere. Some teachers still employ a very monotonous system, such as using the lecture method. This condition inevitably makes students feel bored and decreases their learning motivation. Such issues can be observed from students' lack of focus during lessons and their insufficient preparation before entering the teaching and learning process. (Ariza & Sufyan, 2023:753) It is stated that the lecture method has several weaknesses in the classroom learning process, including the tendency for students to become easily bored if teachers do not use media to support the implementation of lectures. Teachers who apply the lecture method should also utilize learning media such as Quizizz as a complementary tool to create a more engaging learning atmosphere, thereby minimizing students' boredom during the learning process. This finding is consistent with the research of (Rohani et al., 2025), based on the results of observations and interviews conducted by the researcher, the main problem in the learning process is the use of learning media that are less attractive and not yet technology-based, as well as the students' low cognitive learning outcomes.

Creating an engaging classroom atmosphere and utilizing interesting learning media have the potential to enhance students' learning motivation. Consequently, the material delivered becomes easier for students to understand and absorb. The learning media used should also meet certain criteria to effectively capture students' attention and encourage their active participation throughout the learning process. Therefore, innovation in the use of learning media is necessary, such as developing game-based and technology-oriented media that can optimally attract students' interest (Solikah, 2020:7).

Teachers' abilities and skills are key factors in the success of multimedia-based learning. This type of learning requires teachers to have proficiency in technology. Nowadays, teachers can utilize devices such as laptops equipped with various multimedia components, including visual images, audio, videos, wireless programs, and various learning-supporting software. However, if teachers are unable to operate such technology, it will be difficult to implement multimedia-based learning optimally. Therefore, training programs for teachers are essential to help them develop and use multimedia-based learning media more effectively. (Shalikhah, et al., 2017:10).

Learning that is engaging and enjoyable can be achieved through the implementation of various learning models or methods, as well as the selection of appropriate learning media. This approach helps motivate students and makes it easier for them to understand the material being taught. One example of learning media development that is increasingly being used today involves the use of computers, laptops, or smartphones-such as through educational games. Although educational games have begun to emerge, their application in the learning process remains relatively limited. In fact, games that are developed and integrated with learning materials or evaluation questions have great potential to make the learning process more interesting and enjoyable for students (Mulyati & Evendi, 2020:66). An educational game that teachers can implement for students is the Quizizz educational game. Quizizz is a fun and entertaining game that helps train students to think quickly in answering questions provided within the application.

Quizizz is one of the game-based educational applications that is both narrative and flexible. This application can be used not only as a medium for delivering learning materials but also as an engaging and enjoyable evaluation tool for students (Salsabila et al., 2020:165). The implementation of the Quizizz educational game can be carried out by students at home by using electronic devices they own, such as smartphones or laptops. Unlike other educational applications, Quizizz offers engaging features such as memes, themes, avatars, and background music that entertain students during learning activities, practice sessions, or when completing quizzes independently. In addition, Quizizz also allows students to compete with one another, which encourages them to be more active in the learning process and motivates them to complete exercises and quizzes with the goal of achieving optimal results (Susanti, 2020:75).

Students' learning outcomes reflect their academic achievements, which are obtained through exams, assignments, and active participation in asking and answering questions that support these achievements. In the academic context, it is often viewed that educational success is not solely measured by the grades listed on report cards or diplomas. However, to assess success in the cognitive domain, it can be observed through the learning outcomes achieved by students (Dakhi, 2020:468). However, the results of exams and assignments cannot be considered the sole benchmark of academic achievement, given the many weaknesses found. For example, during exams, it is common to find students cheating, such as copying answers or sharing them with their peers. In addition, essay-type questions created by teachers often make students feel bored, causing them to lose interest in reading and even become sleepy during tests. To minimize these problems, the use of game-based learning media such as Quizizz is an appropriate solution. Besides preventing cheating during exams, Quizizz can also be utilized as a learning tool for evaluation and material delivery.

According to Nasir (2022:218), the constructivist method is one of the approaches often applied in classroom learning. One of the main figures in constructivist theory is Jean Piaget. In this study, the author adopts Piaget's constructivist theory, which emphasizes that learning occurs when students build knowledge through direct experiences and interactions with their environment. Quizizz, as an interactive and game-based learning medium, provides opportunities for students to actively and independently construct their own knowledge while engaging in competitive interactions with their peers.

Based on the initial interview with Mrs. Siti Halimah Tusadiah, S.Pd, it was revealed that the students' most recent test results were still unsatisfactory. Around 20% of Grade XI students at SMAN 1 Kamang Magek scored below the Minimum Mastery Criteria (KKM). Therefore, the researcher became interested in conducting a study entitled "The Effect of Using Quizizz Learning Media on the Learning Outcomes of Grade XI Students at SMAN 1 Kamang Magek" to determine how the use of Quizizz learning media influences the learning outcomes of Grade XI students at SMAN 1 Kamang Magek.

RESEARCH METHODS

Sugiyono, as cited in Pertiwi et al. (2019:264), states that the experimental research design used is a True Experimental Design, also known as the Pretest-Posttest Control Group Design, or what is referred to as a true experiment. The main characteristic of this design is that the samples used for both the experimental and control groups are randomly selected from a specific population. The first group is given a treatment (X), while the other group is not. The group that receives the treatment is called the experimental group, and the group that does not receive the treatment is called the control group.

This research was conducted at SMAN 1 Kamang Magek, with Grade XI students as the subjects of the study. The research took place from July 14 to July 24, 2025. According to Ramadani et al. (2025:380) a population refers to all objects or subjects that become the focus of a study and possess specific characteristics relevant to the issues being examined.

According to Waruwu et al. (2025:927) a sample is a portion of elements taken from a population that serves as the subject of a study. Based on this explanation, the sample in this research consists of class XI.2 as the experimental group and class XI.3 as the control group at SMAN 1 Kamang Magek. This study employed the random sampling technique. As stated by Saputra & Apriadi (2018:10) random sampling is a method of selecting samples from the population randomly without considering the strata (levels) within the population members.

The sample selection process involved testing the homogeneity of the three available classes. The class that met the homogeneity criteria was selected as the sample, while the determination of the experimental and control groups was carried out randomly. The methods used in this research included observation, tests (in the form of pretest and posttest), and documentation. The data analysis techniques employed consisted of prerequisite tests, including the normality test using the Shapiro–Wilk test, the homogeneity test, and the t-test analysis to determine the differences in learning outcomes between students who used Quizizz-based learning media and those who did not. The next stage involved conducting an N-Gain score analysis to determine the effectiveness of the learning media between the group that received treatment and the one that did not.

RESULTS AND DISCUSSION

In this study, descriptive data analysis was used to provide an overview of the collected data for both variables, making the results easier to understand. This research involved two variables: the Quizizz learning media (X) and learning outcomes (Y). The analysis aimed to describe the obtained results in relation to the supporting theoretical framework. The pretest and posttest results for both the control and experimental classes are presented as follows:

Table 1. Pretest, Posttest, and N-Gain Scores of Students' Learning Outcomes at SMAN 1 Kamang Magek

| Experimental Class | | | | | | |
|--------------------|---------|-----|----------|-----|--------|-------|
| N | Pretest | | Posttest | | N-Gain | |
| 30 | min | max | min | max | S | % |
| | 50 | 80 | 70 | 100 | 0,5894 | 58,94 |

| Control Class | | | | | | |
|---------------|---------|-----|----------|-----|--------|-------|
| N | Pretest | | Posttest | | N-Gain | |
| 31 | min | max | min | max | S | % |
| | 40 | 90 | 50 | 100 | 0,2899 | 28,99 |

This study was conducted to examine the effect of using Quizizz learning media on students' learning outcomes in the Pancasila Education subject for Grade XI students at SMAN 1 Kamang Magek. Based on the results of the study, there was a positive effect between the Quizizz learning media (X) and the students' Pancasila Education learning outcomes (Y). The t-test analysis using the Independent Sample T-Test showed a significance value (2-tailed) of $0.002 < 0.05$, indicating a significant effect on the posttest results of the experimental class. The variance test indicated Equal variances assumed, meaning the data were homogeneous. The calculated t-value (t_{count}) was 3.290. The degrees of freedom (df) were determined using the formula $n - 2$. With a sample size of 61, $df = 61 - 2 = 59$. Based on the significance level for $df = 59$, the t-table value was 2.001.

This indicates that in this study, $t_{count} \geq t_{table}$, so the research hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. It can be concluded that the use of Quizizz learning media has a significant effect on the learning outcomes of Grade XI students in the Pancasila Education subject at SMAN 1 Kamang Magek. This means that the more effectively Quizizz is used as a learning medium, the greater the improvement in students' learning outcomes.

The results of this study are in line with the findings of Solikah (2020) in "The Effect of Using Interactive Quizizz Learning Media on Students' Motivation and Learning Outcomes in Persuasive Text Material for Grade VIII at SMPN 5 Sidoarjo, Academic Year 2019/2020," which showed that statistical analysis indicated Quizizz learning media significantly improved students' learning outcomes. Similarly, the study by Mulyati & Evendi (2020) demonstrated that the use of Quizizz learning media affected students' learning outcomes, with students expressing a preference for Quizizz because it is very convenient to use during learning.

In addition to the impact of innovative learning media, good learning outcomes are also closely related to the role of teachers in providing better and more enjoyable learning experiences that can increase students' interest, especially in Pancasila Education. This is reflected in the teacher

observation sheets, which showed an improvement in the learning process when using Quizizz learning media.

In the first meeting, the teacher's activity during the learning process achieved an average score of 92.2%, falling within the range of 76%–100% = "Very Good". In the second meeting, this increased to 97.7%. Therefore, the average score from the teacher observation sheets across the first and second meetings was 94.9%, still within the "Very Good" classification range.

Similarly, the student activity observation sheets also showed improvement. In the first meeting, students achieved 86.6%, and in the second meeting, 90.6%. Thus, the average score from the student observation sheets across the two meetings was 88.6%, which also falls within the "Very Good" classification range.

CONCLUSIONS

This study concludes that the use of Quizizz learning media has a positive effect on the learning outcomes of Grade XI students in Pancasila Education at SMAN 1 Kamang Magek. The results indicate that the average learning outcomes of students using Quizizz were higher compared to those who did not use this media. The average score of students using Quizizz was 85.00%, whereas students in conventional learning scored 74.19%. Furthermore, the teacher and student observation sheets also showed significant improvements in the learning process when using Quizizz. The Independent Sample T-Test results indicated $t_{\text{count}} = 3.290 > t_{\text{table}} = 2.001$, with a significance value (2-tailed) of $0.002 < 0.05$, demonstrating a significant effect of Quizizz on students' Pancasila Education learning outcomes. This study is expected to serve as a reference and literature source for future research on related topics. Subsequent studies are encouraged to further develop this research by considering other variables that may influence students' learning motivation.

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