

The Effect of Cognitive Assessment using the Quizizz Application on the Motivation and Minimum Competence of Elementary School Students

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ABSTRACT

This research was conducted by looking at the results of the assessment of low motivation, which impacts the low competence of the minimum achievement of students. Aims to analyze the effect of cognitive evaluations using the quizizz Application on elementary school students' motivation and minimum achievement. This research method uses quasi-experimental quantitative, with a quasi-experimental control group design. Data analysis techniques using normality tests, homogeneity, instrument validation, analysis of test results, and hypothesis testing. The study results concluded that the normality test for the experimental class was 0.000 and the control class was 0.000, so the experimental and control class data were normally distributed. 80.30 to 84.90 and the initial experimental class by 62.52 to 72.00, it can be concluded that the experimental class increased by 4.60 and the control class by 9.48, test the hypothesis using t-test $db = N - 2 = 50 - 2 = 48$ at 5% confidence level obtained t table = 1.671. The result of the t count is more significant than the t table ($7,975 > 1,671$). With $db = N - 2 = 50 - 2 = 48$ at the 5% confidence level, t table = 1,671 is obtained. The result of the t count is more significant than the t table ($6,080 > 1,671$), thus stating a correlation between assessment using the quizizz Application on students' motivation and achievement of minimum competencies.

Keywords: Cognitive assessment, quizizz, motivation, achievement of minimum competence

INTRODUCTION

In the 21st century, advances in technology are overgrowing. The benefits of the development of technology are very much felt, especially when all countries in the world are being hit by the outbreak of the Covid-19 disease (Herliandry, 2020). The education system, which is usually carried out face-to-face, is now implemented online to prevent the spread of the virus (Husna, 2021).

Teachers must be even more innovative and creative in using online-based learning media as intermediaries for online learning (Citra & Rosy, 2020). Online learning tools can be used easily, especially distance learning. This online learning media is independent and allows its users to influence or change the sources accessed, making it easier to convey information, update information, and provide more experience in learning (Oktarina, 2020).

Law number 20 of 2003 article 40, paragraph 2 states that educators and

teaching staff must create a meaningful, fun, creative, dynamic, and dialogic educational atmosphere. Learning activities in schools are at the heart of organizing the educational process, where the teacher directs various learning activities of students in order to achieve learning objectives (Novan, 2020). One effort to create fun learning can be made by using learning media.

Oemar Hamalik, learning media can generate new desires and interests, generate motivation and stimulation in teaching and learning activities, and influence students' psychology (Hamalik, 2011). Media becomes an essential thing in the learning process because it stimulates students' enthusiasm for learning. Media use can also increase learning effectiveness because the teacher's message can be received or channeled through the learning media.

Various studies have shown that learning media affects students' cognitive and motivation to achieve the achievement of students' minimum competencies. The tendency of students to use social media is very high, especially in increasing student involvement, encouraging the formation of a collaborative community learning environment, and encouraging the creation of active teaching and learning. Rational reasons why learning media are essential for use in learning activities include (1) improving the quality of learning, (2) demanding a new paradigm, (3) market needs, and (4) global education vision (Yaumi, 2018).

Likewise, during the current pandemic that has spread throughout the world. Impact on various sectors of life such as economic, social, education, and culture. Students in various education service providers felt the most significant impact, both formal educational institutions at all levels or non-formal educational institutions up to tertiary institutions. To overcome this pandemic,

awareness must be created to maintain social distancing, self-quarantine, and isolation so that every vulnerable individual will not be exposed to the virus. This effort was carried out to inhibit or stop the rapid spread of Covid-19. This model requires that each individual can carry out responsibilities according to their capacity to help slow the spread of Covid-19.

The continuity of the educational process and to break the chain of the spread of the coronavirus, the implementation of learning must be adjusted to the social distancing policy launched by the government. Teaching and learning activities at all levels are carried out at each student's home and through online media (online) so that all levels of education are temporarily closed. This online learning is a new way of teaching and learning that utilizes technology, especially the internet, to deliver learning. This online learning ultimately depends on internet network access (Hendry, 2020). Even though students are at home, teachers must ensure that teaching and learning activities continue; innovation in learning is a solution that teachers must design and implement by maximizing available online media.

According to Permendikbud no. 109 (2013), online learning, or distance learning, implies teaching and learning activities carried out remotely using various available communication media or technology. In this online learning, every student has a free learning opportunity without obstacles. Utilization of Quizizz-based learning media as an effort to accommodate conventional learning media problems with ICT-based learning (Salsabila, 2020).

This is a challenge for teachers to continue to create practical, interesting, fun, and active learning, even though learning is remote or online. Students' activeness can

be created by applying engaging learning media. The student activity in learning can be seen from the involvement of students in the learning process (Erlis, 2020). To create activities, teacher creativity is needed in using online-based learning media. The advantage is that learning is independent with high interactivity, provides more learning experiences, increases memory levels, and provides many conveniences (Lalu, 2020).

Teachers in learning activities use E-Learning by utilizing information and communication technology to enable students to learn anytime and anywhere. Teachers or students are encouraged to interact directly with digital technology in exploring information technology and channeling their creativity (Astini, 2020). The E-learning learning system is implemented via a computer (PC) or laptop, or smartphone connected to the internet network, so that teachers can carry out learning together at the same time using groups on social media as a learning tool to ensure students learn at the same time even though in different places, including learning outcomes assessment activities (Suciningsih, 2020).

Minimum Competency Assessment (AKM) is a tool for assessing students' achievement of minimum competencies. The minimum ability in question is students' most essential ability at a certain level. These basic abilities, in this case, include reading literacy and numeracy. This ability follows 21st-century skills, which require students to keep up with the times full of challenges. Enrichment of 21st-century skills, students will have learning and innovation skills, skills in using and utilizing information technology/media, and can work and survive using life skills.

Permendiknas No.23 of 2006, regarding the development of basic competency standards, explains that competence is the

ability to consistently behave, think and act as a manifestation of the knowledge, attitudes, and skills students possess. The notion of competence is the combination of knowledge, skills, values, and attitudes reflected in the habit of thinking and behaving. Competence is often interpreted as knowledge, insight, skills, and abilities possessed by someone who has become part of himself so that someone can act, behave and behave in a good and valuable cognitive, affective, and psychomotor manner. The above shows that to carry out learning correctly, students must be able to carry out the realm of competence, which includes assignments, skills, attitudes, and appreciation.

Achievement The minimum competency to be achieved in learning objectives is not just an understanding of the subject matter but how understanding the material and its mastery can influence students' daily lives in action and behavior. Basic competence is a further detail or elaboration of competency standards, which is very important and helps remind teachers how far the competence target demands must be achieved. Meanwhile, cognitive competence is in the form of concepts, facts, procedures, principles, or formulas from body knowledge of knowledge related to subjects. Quizizz as a web-based application makes it easier for students to answer quizzes or tests because the use of Quizizz media as an application for learning evaluation activities is stated to be effective and efficient to use so that it can improve student learning outcomes above the KKM. Besides being easy to use, quizizz can present assessment results quickly.

Quizizz is a web tool for creating interactive quiz games that can be used in class or outside the classroom as homework. In the interactive quiz created, there are four

answer choices, including the correct answer, and an image can be added to the background of the question. When the quiz is finished, students can log in to the quiz with the code we shared or log in via the link we shared.

The advantages of using the Quizizz application as an evaluation method are that each participant will focus on spelling pre- and post-test questions, minimizing fraud in this case, copying friends' answers, participants will be spontaneously motivated to solve available questions, and pre- and post-test results immediately known by all participants in the class after completing the evaluation. Apart from the advantages, this study found areas for improvement in Quizizz, namely, the application or use of Quizizz heavily depended on the availability of an internet network (Marsye, 2021).

Before understanding in depth, the use of the Quizizz application as a learning medium, this application certainly has several advantages which can support the success of the learning process for students. For teachers/educators, it makes it easy to ask questions. When students correctly answer a question or quiz, it will show how many points they got in one question. They also get a ranking or rank in answering the quiz. When students answer the quiz incorrectly, the correct answer will appear for self-correction for students. When it has been declared that they have finished working on the quiz, at the end or closing session, a review question will be displayed beforehand to re-examine the answers that have been chosen. Each student gets different quiz questions in taking quizzes because they have been automatically randomized to minimize cheating (Salsabilah, Habibah, et al., 2020).

Quizizz is very interesting because it can be directly accessed via a browser, and it can also be downloaded via PlayStore. In this Quizizz, the teacher can determine the

processing time for each item, find out the number of students who have logged in, find out the students' results, save, print, and send the results of student assignments to parents in the form of an Excel file.

Starting from a teacher's complaint about assessing student learning outcomes online because face-to-face meetings are not allowed, the Quizizz application makes it easier for students and teachers to make test questions or quizzes online. Students can also take tests or quizzes without having to come to school. Parents can use their children's smartphones to study, not only to access social media. Utilize one of the digital applications as an assessment application. Furthermore, choose quizizz as a learning evaluation tool. Quizizz is very attractive and triggers the enthusiasm of students to participate in assessment activities.

Teacher's role apart from giving assignments to students, as well as admin, via smartphone or laptop, the teacher can monitor the number of students who have logged in and can find out firsthand the results of the student's assignments. Likewise with students, when students start working on questions from the teacher, if something is wrong in answering the questions, students can immediately find out. After all, students have finished working on assignments. The teacher can immediately provide enrichment/remedy. This is one of the complete learning services provided to students. Namely, students who are slow in their learning abilities will be given remedial activities, and students who are in their learning abilities will be given enrichment (Novan, 2017).

Quizizz, an e-learning-based evaluation tool, is suitable for quickly and immediately evaluating. It results in teachers taking action on students to be remedied or given

enrichment so they can continue to the following basic competency (Hartini, 2019). Online learning with Quizizz requires teacher creativity in making questions for assessment and careful planning, such as human resources, preparation of materials, outreach to parents, and implementation design. Implementation of quizizz for daily assessment activities, midterm assessments, end-of-semester assessments, end-of-year assessments, and academic unit exams. Presentation of learning outcomes with quizizz, available in excel forms with complete analysis results, makes it easier for teachers to check, assess, and record results. Students can immediately see the learning results from the leaderboard that appears on the student's screen when they have finished working on the questions/quizzes.

During a pandemic like this, it is difficult for teachers to conduct assessments because face-to-face learning activities are not allowed. Therefore, the Quizizz application makes it easy for web-based assessment activities, which can be accessed anywhere and using cellphones, laptops, computers, etc. This can make it easier for teachers and students to conduct assessment activities. Based on the problems above, research will be carried out on the implementation of quizizz-based cognitive assessment on elementary school students' motivation and minimum competence. This study aimed to analyze the effect of cognitive assessment using the quizizz application on the motivation and minimum competence of elementary school students.

MATERIALS & METHODS

The research design is a quasi-experimental quantitative descriptive. This study seeks the effect of specific treatments on others under controlled conditions. This research is intended to determine whether there is an effect of the treatment on the subject under investigation. The research measures students' cognitive data using pre-test and

post-test questions. To measure students' learning motivation using a questionnaire to try out learning motivation in answering the assessment questions as many as twenty questionnaire questions.

The population studied in this study were elementary school students from several schools in Arjawinangun District, Cirebon Regency, with 100 students. Researchers researched the effect of cognitive assessment using the quizizz application on student learning motivation in the Arjawinangun sub-district, Cirebon Regency, so it is known that there are 28 schools in the Arjawinangun sub-district. In comparison, each village has three schools: SDN 6 Arjawinangun, SDN 5 Jungjang, and SDN 1 Rawagatel. Thus each school represents a sample area first.

RESULT & DISCUSSION

Multiple linear regression analysis is a linear relationship between two or more independent variables (X_1, X_2, \dots, X_n) and the dependent variable (Y). This analysis is to find out the direction of the relationship between the independent variables and the dependent variable, whether each independent variable is positively or positively related, and to predict the value of the dependent variable if the value of the independent variable increases or decreases. The data used is usually an interval or ratio scale.

Multiple linear regression equation as follows:

$$Y' = a + b_1X_1 + b_2X_2 + \dots + b_nX_n$$

Keterangan:

Y' = Dependent variable (predicted value)

X_1 dan X_2 = Independent variable

a = Constant (value Y' if $X_1, X_2 + \dots + X_n = 0$)

b = Regression coefficient (value increase or decrease)

The joint test is shown in the coefficients table. The research hypothesis to be tested is

formulated in the form of a statistical hypothesis as follows:

The statistical hypothesis is formulated as follows:

$$H_a : \rho_{y_2x_1} = \rho_{y_2x_1} \neq 0$$

$$H_o : \rho_{y_2x_2} = \rho_{y_2x_2} = 0$$

With the hypothesis in the form of a sentence that is

H_a : there is an effect of cognitive assessment using the quizizz application on students' motivation and achievement of minimum competencies.

H_o : there is an effect of cognitive assessment using the quizizz application on the motivation and achievement of the minimum competency of students.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.768 ^a	.590	.573	4.41572

a. Predictors: (Constant), motivation, cognitive assessment using the quizizz application

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.058	7.738		2.075	.043
	cognitive assessment using the quizizz application	.599	.142	.593	4.224	.000
	Motivation	.214	.139	.216	1.539	.131

a. Dependent Variable: minimum achievement of elementary school students

		cognitive assessment using the quizizz application	motivation	minimum achievement of elementary school students
cognitive assessment using the quizizz application	Pearson Correlation	1	.767**	.755**
	Sig. (2-tailed)		.000	.000
	N	50	50	50
motivation	Pearson Correlation	.767**	1	.625**
	Sig. (2-tailed)	.000		.000
	N	50	50	50
minimum achievement of elementary school students	Pearson Correlation	.755**	.625**	1
	Sig. (2-tailed)	.000	.000	
	N	50	50	50

** Correlation is significant at the 0.01 level (2-tailed).

$$Y' = a + b_1X_1 + b_2X_2$$

$$Y' = 16.058 + 0,599X_1 + 0,214X_2$$

Information :

Y' = cognitive assessment using the predicted quizizz application

a = constant

b_1, b_2 = regression coefficient

X_1 = motivation

X_2 = minimum achievement of elementary school students

The regression equation can be explained as follows:

- ❖ Constants of 16,058, meaning that if the motivation (X_1) and minimum achievement of elementary school students (X_2) score are 0, then the

cognitive assessment using the quizizz application (Y') value is 16,058.

- ❖ The regression coefficient of the motivational variable is 0.599, meaning that if the other independent variables have a fixed value and motivation increases by 1%, the cognitive assessment using the quizizz application (Y') will decrease by 0.599. The coefficient is positive, meaning there is a positive relationship between motivation and cognitive assessment using the quizizz application (Y'). The higher the motivation, the higher the cognitive assessment using the quizizz application (Y').
- ❖ The minimum achievement variable regression coefficient of elementary school students (X_2) is 0.214, meaning

that if the other independent variables have a fixed value, the minimum achievement of elementary school students (X2) increases by 1%. The cognitive assessment using the quizizz application (Y') will increase by 0.2140. The coefficient is positive, meaning there is a positive relationship between the minimum achievement of elementary school students (X2) with cognitive assessment using the Quizizz application (Y'). The higher the minimum achievement level of school students (X2), the more cognitive assessment using the Quizizz application increases.

To find out the effect of cognitive assessment using the quizizz application on elementary school students' motivation and minimum achievement, it can be searched by calculating the correlation coefficient. The result is a correlation coefficient (r_{yx12}) of 0.768 or 76.8%. The minimum achievement of elementary school students (Y) can be found by calculating the correlation coefficient, as shown in Appendix 1. The result is a correlation coefficient (r_{yx12}) of 0.768 or 76.8%.

Then to find out the significance of the effect of cognitive assessment using the Quizizz application on the motivation and minimum achievement of elementary school students can be found by conducting the r test, namely by comparing rxy count with r table, because rx12y count = 0.768 > r table = 0.279 at significance (α) = 5% with dk = 50, then Ho is rejected. Ha is accepted, meaning there is an effect of cognitive assessment using the Quizizz application on primary school students' motivation and minimum achievement, which is significant, positive, and robust.

While the square of the correlation coefficient is the coefficient of determination which is $(r_{xy})^2 = 0.590$, meaning that the influence of cognitive assessment variables using the Quizizz application on motivation and minimum achievement of elementary school students

is 59% influenced by variables. Other variables influence the remaining 41%.

In order to obtain a simple linear regression equation, which states the effect of cognitive assessment using the Quizizz application on the motivation and minimum achievement of elementary school students, the a and b values are calculated. The calculations can be seen in the attachment, and the results are values $a = 16,058$ and $b1 = 0.599$, $b2 = 0.214$, so the regression equation is: $Y = 16,058 + 0.599X1 + 0.214 X2$

The next test is to determine whether the linear regression equation is meaningful. It is necessary to calculate the regression F value (F reg) through analysis of variance, the result of which is F reg count = 33.887. Where F reg count = 33.887 > F reg table = 4.03 at dk = 50 and a significance level (α) = 5%, the regression equation is significant and can estimate the dependent variable.

In order to find out whether the cognitive assessment variables using the Quizizz application affect the motivation and minimum achievement of school students, it is necessary to calculate the simple linear regression coefficient test, namely by testing the price b with linear regression above using the t-test, as shown in Appendix 1. Results of the t regression coefficient test obtained t count = 4.224 > t table = 1.671 prove that the cognitive assessment variable using the quizizz application affects the motivation and minimum achievement of school students.

Thus it can be concluded that because r_{xy} count = 0.828 > r table = 0.279 at significance (α) = 5% with dk = 50, then the null hypothesis (Ho) is rejected. The alternative hypothesis (Ha) is accepted, which means the effect of cognitive assessment using the quizizz application on school students' minimum motivation and achievement is significant, positive, and strong.

Based on the research results conducted by Widayanti & Purnama Syae Purrohman (2021). Shows that learning using the quizizz application can increase students'

learning motivation. It can be seen that the results of this study using the t-test obtained account = 13.487 with t-table = 2.0084 at $\alpha = 0.05$, thus H_0 is rejected, which states that there is an influence of quizizz learning media on motivation to learn science in grade V SDN Susukan 09 Morning East Jakarta. In line with that, research conducted by Supriyanto (2022). The results of his research show that motivation can increase the achievement of the minimum competence of students. This can be proven by the percentage of data results from cycle I to cycle III, which averagely increased from 13% to 54%. These findings prove the effect of cognitive assessment using the quizizz application on the motivation and achievement of the minimum competency of elementary school students.

Motivation can increase the achievement of students' minimum competencies with the quizizz application's help because it is an interactive and exciting learning medium, and the process of answering test questions is more fun. Hence, it impacts increasing students' enthusiasm for learning to answer test questions given by the teacher.

Thus, based on the results of this explanation, cognitive assessment using the quizizz application positively impacts the motivation and achievement of the minimum competency of elementary school students.

CONCLUSION

Based on the research results and discussion, it can be concluded from the results of multiple regression analysis. The value is $\hat{Y} = 16,058 + 0,599 X_1 + 0,214 X_2$. It is found that if the application of cognitive assessment uses the quizizz application and motivation, the value is 0, then the minimum competency achievement of elementary school students is 16,058 units. Based on this equation, the application of cognitive assessment using the quizizz application is 0.599. Suppose this is analogous to the cognitive assessment value using the quizizz application of 100 points. In that case, the contribution of the

cognitive assessment using the quizizz application is 0.599 points, so the minimum competency achievement score of elementary school students becomes 59.9 (in other words, there is an increase of 59.9 points).

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