

**THE INFLUENCE OF QUIZIZZ-BASED PROJECT LEARNING MEDIA ON THE LEARNING
MOTIVATION OF VOCATIONAL BASICS FOR 11TH GRADE STUDENTS IN
THE ONLINE BUSINESS AND MARKETING DEPARTMENT
AT STATE VOCATIONAL HIGH SCHOOL 13 MEDAN.**

Pinta Ayu Sagala

Ekonomi, Universitas Negeri Medan

Correspondence author email: pintasagala4@gmail.com

Lenti Susanna Saragih

Ekonomi, Universitas Negeri Medan

Email: Lenti.saragih@gmail.com

Abstract

This research aims to determine whether the use of Quizizz-Based Project Learning Media has an effect on the Learning Motivation of Vocational Basics for 11th Grade Students in the Online Business and Marketing Department at State Vocational High School 13 Medan. The results of the research have been tested for classical assumptions such as normality assumption and paired sample t-test. The research findings indicate that the proposed hypothesis is accepted as it shows positive and significant results in the hypothesis testing. It can be concluded that Quizizz-based project learning media significantly influences the learning motivation of vocational basics for 11th-grade students in the online business and marketing department at State Vocational High School 13 Medan.

Keywords: Learning Media, Quizizz, Motivation.

INTRODUCTION

According to Pattanang et al. (2021), learning is an intentional activity conducted collaboratively between educators and learners, structured to encourage active learning with an emphasis on providing learning materials and resources. A key indicator of learning is a change in one's behavior, possibly resulting from changes in knowledge, skills, or attitudes. Contemporary learning enhances one's ability to adapt to the rapidly evolving technological developments. This is because individuals are inseparable from the learning process. The teaching and learning process is essentially the transmission of messages from the source to the receiver through specific means or media (Arief, 2022:11).

The use of learning media has not been fully implemented in every school, primarily due to the limitations of facilities provided by the schools. To address the challenges of digital learning in the current technology and information era, it is essential to promote the use of innovative, effective, and efficient learning media. Thus, a digital-based learning media is needed to enhance student learning outcomes

(Irwan et al., 2019). Teachers require learning media as aids in delivering instructional materials.

One of the essential factors in the teaching-learning process is learning media. In teaching, educators usually utilize learning media as intermediaries to convey materials for better student understanding. The use of learning media in the teaching-learning process can develop new interests, generate motivation, and even have psychological effects on learning. Employing learning media during the teaching orientation stage significantly aids the effectiveness of the learning process and the delivery of messages and lesson content at that time (Wiratmojo and Sasonohardjo, 2019).

In line with this, a learner needs an intermediary or commonly referred to as learning media. With the existence of learning media, a teacher can redirect student attention, preventing them from becoming bored and disinterested in the learning process (Zaini, 2017). Dhine (2012) states that media comes from the plural word 'medium,' meaning an intermediary. It is also interpreted as something located in the middle, acting as a mediator connecting all parties needing a relationship, distinguishing between communication media and communication tools.

One popular technology-based learning media is Quizizz, which incorporates game elements into learning. Using Quizizz, teachers can create interactive quizzes that captivate students' attention. According to Amornchewin (2018:87), Quizizz is a trusted learning tool that can motivate students in learning with engaging features. Quizizz is a learning media useful for capturing students' attention in a taught subject. It can positively impact the learning process, creating a serious situation executed easily. Furthermore, Quizizz can be project-based, turning it into a learning activity focused on students' project-based activities, making them actively participate and assisting them during the learning process. Quizizz based on projects serves as a learning media that plays a role as an intermediary in improving the learning process for both students and teachers.

Quizizz-based project learning media has the potential to enhance student learning motivation, especially when developed innovatively and attractively involving projects related to public speaking skills for 11th-grade students in the Online Business and Marketing Department. Learning motivation becomes a key factor influencing students' enthusiasm for learning. High motivation tends to result in better academic achievement, while low motivation can hinder the learning process. Therefore, the development of teaching methods that can enhance learning motivation is crucial.

According to Sardiman (2016:73), motivation is an energy change within an individual marked by the emergence of feelings and initiated with a response to a goal. Motivation can cause a change in energy within an individual, prompting actions or behaviors related to psychological phenomena, feelings, and emotional issues. All of these are supported by goals or desires. Asral and Chandra (2021) describe learning

motivation as a driving factor that can originate from within or outside the learner, encouraging active engagement in learning activities. Meanwhile, Husamah et al. (2018) state that learning motivation is an inner drive that arouses the desire to learn and directs learning activities toward desired goals.

Not much research has investigated the influence of Quizizz project-based media on student learning motivation in the basics of vocational subjects. In the 11th-grade Online Business and Marketing Department at State Vocational High School 13 Medan, there is a Business Communication subject. The researcher focuses on Public Speaking as a project-based learning material due to its potential to enhance student learning motivation, especially when developed innovatively and attractively for each 11th-grade student in the Online Business and Marketing Department.

The objective of this research is to identify the influence of using Quizizz project-based learning media on the learning motivation of vocational basics for 11th-grade students in the Online Business and Marketing Department at State Vocational High School 13 Medan.

Therefore, the impact of Quizizz project-based learning media as an online learning medium that can be used to create quizzes, exercises, or projects is expected to help students learn and enhance their understanding of Business Communication and public speaking. This learning media is anticipated to have a positive impact on improving business communication skills, especially in public speaking aspects.

RESEARCH METHOD

This research is an experimental study using a quantitative approach. The design employed in this research utilizes a pre-test and post-test class design. The researcher chose this design to investigate the influence of using Quizizz-based project learning media on the learning motivation of vocational basics for 11th-grade students in the online business and marketing department at State Vocational High School 13 Medan.

The data analysis used in this study is descriptive analysis, aiming to describe or depict the students' learning motivation scores obtained from the questionnaire data after the pre-test. The students' learning motivation data is categorized into four groups: strongly agree, agree, disagree, strongly disagree. Data analysis employs the Normality Test and Paired Sample T-Test to examine whether there is a significant difference between the two different treatments..

RESULT AND DISCUSSION

Based on the analysis conducted, the research results regarding Quizizz-Based Project Learning Media on the Learning Motivation of Vocational Basics for 11th Grade Students in the Online Business and Marketing Department at State Vocational High School 13 Medan for the Academic Year 2024/2025 were obtained. In the research

objectives, the researcher used questionnaires and tests to assess the influence of Quizizz-based project learning media on the learning motivation of vocational basics for 11th-grade students in the Online Business and Marketing Department at State Vocational High School 13 Medan, who were the sample in this study.

Before the actual research, the questionnaire and test, as research instruments, were initially tested. The filled questionnaires were examined by validators to assess the strengths and weaknesses of the questionnaire. After making improvements based on the suggestions provided by the validators, the validators filled out a validation questionnaire form to determine the validity level of the developed questionnaire. The tested questionnaire contained 23 statement items to support Quizizz-based project learning media and 25 statement items to support the learning motivation of vocational basics. The validity test using SPSS 26 resulted in 23 statement items regarding Quizizz-based project learning media and 25 statement items regarding the learning motivation of vocational basics being declared valid. After obtaining the results from both the questionnaire and test to support Quizizz-based project learning media's impact on the learning motivation of vocational basics for 11th-grade students in the Online Business and Marketing Department at State Vocational High School 13 Medan, conducted by the respondents, the researcher could assess the extent of the influence and the validity of the hypothesis.

In this study, material delivery was conducted in two categories: Pre-Test and Post-Test. Both Pre-Test and Post-Test used Quizizz-based project learning media to assess the learning motivation of 11th-grade students in the Online Business and Marketing Department as a test for the students. It can be observed that during the testing using the Normality Test with Kolmogorov-Smirnov, the result was $0.010 > 0.05$, indicating that the data is normally distributed and significantly influential, allowing it to proceed to the next test, the Paired Sample T-Test.

In the Paired Sample T-Test, the significance value (2-tailed) was found to be 0.000, which is smaller than alpha ($0.000 < 0.05$). Therefore, there is a significant difference in the results between the (Pre-Test) and (Post-Test) conducted. During the Post-Test, students showed enthusiasm and were active in completing quizzes using Quizizz, whereas in the Pre-Test, they appeared passive and tended to collaborate with other students.

From the research description on Quizizz-based project learning media's impact on the learning motivation of vocational basics for 11th-grade students in the Online Business and Marketing Department at State Vocational High School 13 Medan above, it can be concluded that there is a significant relationship between the impact of Quizizz-based project learning media and the learning motivation of vocational basics for 11th-grade students in the Online Business and Marketing Department at State Vocational High School 13 Medan. This research was conducted to determine whether there is a significant influence of using Quizizz-based project learning media on the

learning motivation of vocational basics for 11th-grade students in the Online Business and Marketing Department at State Vocational High School 13 Medan. The research data analysis through hypothesis testing using SPSS 26 resulted in findings presented as follows: Based on the t-value, it is known that the value is 2.482, and for 36 respondents, it is 2.042. Therefore, $2.482 > 2.042$ indicates an influence of Quizizz-based project learning media on the learning motivation of vocational basics for 11th-grade students in the Online Business and Marketing Department at State Vocational High School 13 Medan. Thus, it is concluded that the better the use of Quizizz-based project learning media, the better the learning motivation of 11th-grade students in the Online Business and Marketing Department at State Vocational High School 13 Medan.

CONCLUSION

The conclusion drawn from the results of this study is that, in the normality test, it was found that the data is normally distributed and significantly influential, as the obtained value of 0.10 is greater than 0.05. This indicates that the normality test results can proceed to the Paired Sample T-Test. Then, in the results of the Paired Sample T-Test, the Significance value (2-tailed) was obtained as 0.000, which is smaller than the alpha value of 0.05. Thus, it can be concluded that there is a significant difference in the results between the Pre-Test and Post-Test values before and after using Quizizz-based project learning media, which has an impact on the learning motivation of vocational basics.

In the hypothesis test, based on the t-value, it is known that the value is greater than the critical value, where $2.482 > 2.042$. Therefore, it is concluded that there is a significant influence from the use of Quizizz-based project learning media on the learning motivation of vocational basics for 11th-grade students in the Online Business and Marketing Department at State Vocational High School 13 Medan. It can also be concluded that the better the Quizizz-based project learning media, the better the learning motivation of vocational basics for 11th-grade students.

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