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Joyful Learning Using Quizzis to Increase Learning Interest Post Covid-19

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Abstrak

Keterbatasan pembelajaran tatap muka yang hanya berfokus pada pemberian tugas berdampak pada rendahnya minat siswa dalam mengikuti proses belajar mengajar di kelas. Salah satu solusi yang dapat diterapkan adalah dengan menerapkan model pembelajaran gembira berbasis kuis yang dapat menumbuhkan minat belajar siswa. Penelitian ini bertujuan untuk meningkatkan minat belajar siswa dengan menerapkan model pembelajaran gembira berbasis quizziz dalam pembelajaran tatap muka terbatas. Penelitian ini merupakan penelitian tindakan kelas dengan subjek penelitian 10 siswa. Pengumpulan data dilakukan dengan cara observasi, dokumentasi, tes dan angket. Data dianalisis menggunakan teknik analisis deskriptif kualitatif. Hasil penelitian menunjukkan peningkatan minat belajar siswa pada pra tindakan 41%, siklus I sebesar 63,8% dan siklus II sebesar 84,3%, dikategorikan sangat kuat. Dengan demikian, dapat disimpulkan bahwa penerapan model pembelajaran gembira berbasis quizziz dapat dijadikan sebagai salah satu alternatif solusi dalam pembelajaran karena dapat meningkatkan minat belajar siswa.

Kata Kunci: joyful learning, Quizziz, minat belajar.

Abstract

Limited face-to-face learning which only focuses on giving assignments has an impact on the low interest of students in participating in the teaching and learning process in class. One solution that can be applied is to apply a quizziz-based joyful learning model that can foster student interest in learning. This study aims to increase students' interest in learning by applying a quizziz-based joyful learning model in limited face-to-face learning. This research is a classroom action research with a subject of 10 students. Data were collected through observation, documentation, tests, and questionnaires. Data were analyzed using qualitative descriptive analysis techniques. The results showed an increase in students' interest in learning in pre-action by 41%, cycle I by 63.8%, and cycle II by 84.3%, categorized as very strong. Thus, it can be concluded that the application of the quizziz-based joyful learning model can be used as an alternative solution in learning because it can increase students' interest in learning.

Keywords: joyful learning, Quizziz, Learning Interesting

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INTRODUCTION

The Covid-19 pandemic has impacted various sectors of life, including the education sector. In March, the Ministry of Education of the Republic of Indonesia issued a circular regarding online learning and working from home to prevent the spread of the Covid-19 virus. After giving the circular letter, all learning activities that were originally face-to-face turned online. To pursue effective distance learning, it is necessary to carry out thorough preparation from various parties. The most important thing to do is how to prepare the learning methods and assessment methods used. New assessment methods and tools have been increasingly used in learning in the 2013 curriculum. However, teachers still make little effort to develop effective evaluations with various techniques to be used in learning during the COVID-19 pandemic. Many of the previous evaluations were deemed no longer effective during the current pandemic. This is due to the limited space between students and teachers.

The COVID-19 pandemic requires teachers to adapt to digital developments to create effective learning to achieve educational quality standards, (Purba et al., 2020). Teachers must respond quickly to changes in learning renewal programs that occur through ICT, increasing the role of media and multimedia in learning activities, (Gide, 2016). This is because the learning process is closely related to learning media, learning methods, concentration, interest in learning, and the surrounding environment. (Ratnasari & Lexbin, 2019). The world of education is experiencing rapid development, as evidenced by the implementation of teaching and learning activities (KBM) before the COVID-19 pandemic using digital-based learning media or E-learning. E-learning-based learning raises a new paradigm in society and changes the education system. E-learning can integrate several elements of education whose presence is mandatory into something flexible.

In practice, the learning activities carried out do not all run smoothly, but teachers face several obstacles and problems, such as; lack of learning facilities and media, lack of teacher competence in developing online learning methods, and media when implementing online learning. In addition, there are other problems with students. In online and face-to-face learning in class, students' interest in participating in learning in class decreases. This is due to the effects of online learning during Covid-19, which is carried out at home. Research on student interest in online learning during the COVID-19 pandemic has been conducted by (Sultan & Riyani, 2021) this shows that the COVID-19 pandemic in Indonesia impacts student interest in learning. When the learning process switches to online learning, it decreases student interest in learning, marked by a lack of active student participation when participating in learning. Furthermore, research conducted by (Yunitasari & Hanifah, 2020) stated that online learning during the COVID-19 pandemic greatly affected student interest in learning. Students became easily bored when learning online because they did not directly meet their friends and teachers. From the above problems, a learning atmosphere is needed that can arouse students' interest in learning in online and offline learning in the post-covid-19 period.

Innovative learning models emphasize fun learning and provide a sense of comfort for students in the online and offline learning process in post-covid-19, namely quizzz-based joyful Learning. Joyful Learning is a fun teaching and learning atmosphere so that students focus their attention fully on Learning so that their time on task is high. (Fachri et al., 2020). Joyful learning provides a learning experience for students to develop an interest in learning because learning is designed to be dynamic and interesting so that learning is not monotonous. Thus, joyful learning has a major effect on improving student achievement, (Permatasari et al., 2014). Joyful Learning is a learning strategy to develop students' skills and understanding, emphasizing Learning by doing (learning by doing), (Bhakti et al., 2019). A fun learning strategy (joyful learning) is a learning process in which there is a strong cohesion between educators and students without feeling forced or pressured (not under pressure), (Ardiyanti et al., 2021). The advantages of the joyful learning strategy are that the learning atmosphere is relaxed and fun, and can apply many methods during the learning process, and it stimulates creativity, (Rozhalina, 2019).

Many researchers: have studied joyful research learning; (Istiqomah & Prihatnani, 2019) Also stated that appropriate joyful learning strategies can improve student learning outcomes. (Setyawati, 2020) Also stated is that the application of joyful learning designed by the group investigation model can improve student learning outcomes. (Kusuma et al., 2016) Also stated that the physics module based on joyful learning can increase student activity and learning outcomes. The research conducted by (Priatin & Fauzi, 2022) shows that the joyful learning model positively impacts the learning process in elementary schools. The two studies conducted by (Arafat & Pali, 2021) show that joyful learning can increase students' interest in learning. Furthermore, research conducted by (Aini, 2019) Suggested that quizzes media produces creative, innovative, and fun learning media. Quizizz is an online application-based learning tool or media that consists of quizzes, surveys, games, and discussions. (Al Mawaddah et al., 2021). Quizizz application is an application that supports learning, from the creation of materials, exercises, and quizzes with attractive visuals, (Annisa & Erwin, 2021). Quizizz application is an application that supports learning from the creation of materials, exercises, and quizzes with attractive visuals.

Learning media also has an important role in supporting conveying material to students. Interesting learning media can increase students' interest in participating in the teaching and learning process. One of the exciting learning media for students in this millennial era is quizziz media. Quizziz is a gamification-based online learning media. Quizziz is described as a web tool for creating interactive quiz games for use in classroom learning, for example, for formative assessment, (Ramliyana & Ramdhan, 2019). Therefore, it is necessary to research to examine the application of the joyful learning model in collaboration with Quiziz on students' interest in learning in limited face-to-face learning in elementary schools.

The quizzz-based joyful learning approach to thematic learning after post-Covid-19 is the novelty and novelty of this research because the teacher tries to integrate the thematic learning design that focuses on centered learning with the development of learning content that utilizes the development of information and communication technology. This study aims to increase students' interest in learning by implementing a quizziz-based joyful learning model in thematic learning that is carried out face-to-face in a limited manner in the post-Covid-19 period. The student's interest in learning refers to students' interest when participating in the teaching and learning process. From the explanation above, the researcher focuses his study on how the implementation of quizzz-based joyful learning in increasing students' interest in learning thematic learning in elementary schools? So it is hoped that the findings of this study can contribute to the creation of a new learning atmosphere in the post-Covid-19 learning process. The quizzz-based joyful learning model is active, creative, innovative, and effective, which can evoke an atmosphere of student learning to achieve predetermined goals.

RESEARCH METHOD

The research method used Classroom Action Research (CAR). This classroom action research has 4 stages: planning, implementation, observation, and reflection. The action flow can see in Figure 1.

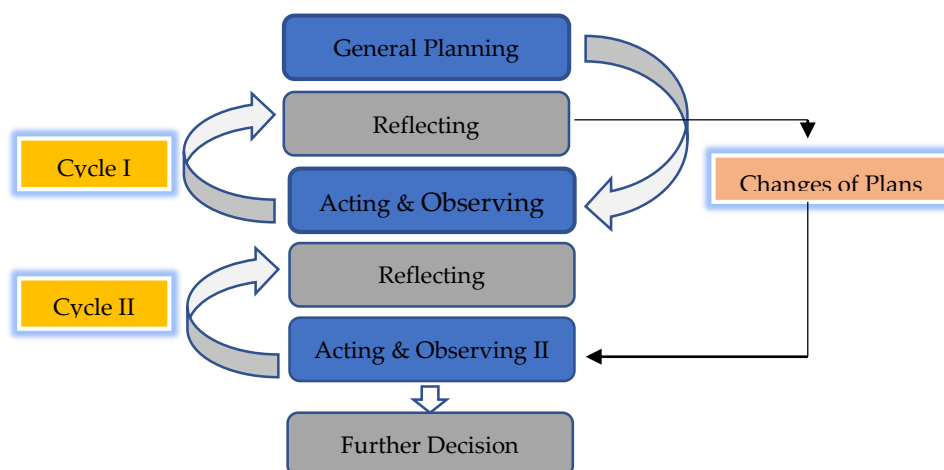


Figure 1. Classroom Action Research Flow (Pall & Rando,2020)

The subjects of this study were the fifth-grade students of SDN 1 Jogopaten, totaling 10 students consisting of 7 female students and 3 male students. Data collection was carried out using tests and non-tests. The meaning of the test itself is a set of questions or practice questions that can determine the size of skills, knowledge, intellectual abilities, and talents possessed by a person or group. What is meant by non-test is a data collection tool in the form of a ratio scale, questionnaire, interview, observation, and documentation. The data analysis technique used in this research is an interactive analysis model. Miles and Huberman in Sugiyono (2010: 337) suggest that activities in data analysis include three activities, namely data reduction, data display/data presentation, and verification/drawing conclusions.

RESULT AND DISCUSSION

It conducted this research in two cycles. Starting with pre-test activities, observation, and distributing questionnaires, to find out the initial conditions of students in participating in face-to-face learning is limited, especially in students' learning interests. The results of the pre-action show a decrease in students' interest in learning because, after three semesters of experiencing online learning, the learning only focuses on giving assignments. The decline in students' interest in learning impacts the number of students who get learning outcomes under the KKM. The percentage of students' completeness and interest in learning is presented in Table 1 below.

Table 1
Pre-Cycle Results

Pre Cycle	Percentage (%)
Interest to learn	41
<i>Pre-Test</i>	50

Based on the pre-cycle results presented in table 1, it can interpret that students have a low interest in learning and the results of the pre-test class average are still below the KKM, so an action plan is carried out. Initial action planning is done by analyzing the material taught to adjust the arrangement of learning tools. Make lesson plans by applying a quizziz-based joyful learning model. Prepare quizziz media. Prepare a questionnaire to find out students' interest in learning which students will fill out at the end of the action—implementation of actions in cycle I. Implementation of actions in cycle 1, carried out according to the scenarios that have been designed in the RPP. In the implementation of the first cycle, it made observations on the activities of students. Of the 5 aspects observed, the number of acquisitions is 315, with a percentage of 63 categories that are not good. Continued the activities in the first cycle, by giving a post-test. The post-test results in the first cycle showed an increase compared to the pre-test results, namely from 50% to 70%. At the end of the first cycle,

students filled out a learning interest questionnaire which contained 20 statement items, obtaining a score of 255.15 or 63.8%. The percentage of students' interest in learning in the first cycle is in the 61% -80% interval with a potent category. Although the students' interest in learning in the first cycle is in a strong category, this is still ironic if you look at the learning outcomes that are not by the achievement targets. For this reason, it is necessary to reflect on actions. The analysis and reflection of actions concluded that continue this research in the next cycle.

Based on the analysis and reflection results in the first cycle, in the second cycle, carried out the learning planning. The learning planning activities are almost the same as in the first cycle. It namely preparation for making lesson plans by applying a joyful learning model, preparing quizziz media related to learning materials, preparing observation sheets, and preparing learning interest questionnaires and test instruments. The implementation of the second cycle is carried out according to the scenario that has been designed, namely by applying a joyful learning model. At the end of the activity, students work on questions related to the material that has been delivered by the teacher using quizziz media. In the second cycle of action, observations are still carried out. Observing student activities obtained a score of 435 or 87% in the 80%-89% interval with a good category. The post-test result in this cycle was 100%. This study's increase in test scores can be summarized in Table 2.

Table 2
Pre-Cycle Results

Pre Cycle	Percentage (%)
Pre-Test	50
Cycle I	70
Cycle II	100

The analysis of the learning interest questionnaire results in cycle II was classified in the very high category, with an average score of 337.18 or 84.3%, which was in the 81%-100% interval. It can summarise students' learning interests in this study in Table 3.

Table 3
Increased Interest in Learning

Pre Cycle	Percentage (%)
Pre-Test	41
Cycle I	63,8
Cycle II	84,3

Table 3 shows an increase in students' interest in learning from pre-action to cycle II. It is due to the teacher's success in applying the quizziz-based joyful learning model. This learning model can arouse students' interest in learning in the post-covid-19 pandemic. The interest in learning generated will lead students to focus, be full of concentration, and try to receive the message conveyed. The explanation tells that the learning materials designed by the teacher creatively can support someone to create something new, useful, and understandable. (Abdullah, 2017). Based on this research, it was proven that the selection of material to be presented has a significant contribution to the implementation of post-Covid-19 thematic learning.

The increase in students' value and interest in learning in each cycle shows that the quizziz-based joyful learning model in this limited face-to-face learning has a positive impact. This finding is in line with research conducted by (Fachri et al., 2020) This concludes that PAI subjects' hyper content-based joyful learning approach can increase students' learning motivation. In addition, the results of this study are relevant to the findings made by (Arafat & Pali, 2021) This resulted in the conclusion that the application of picture cards-based joyful learning in social studies learning significantly impacted students' interest in learning. Implementing learning that uses an exciting and innovative learning model can cause a significantly bigger difference in learning outcomes—causing students to experience an increase in the average value of achieving the standard of completeness grades. Improved learning outcomes can positively influence students' reading

interests and learning interests. Therefore, teachers are advised to present learning materials that attract students' reading interest in learning materials, so that student learning outcomes can increase, (Suparman, 2014).

So the contribution of this research is to provide a learning solution in the form of a quizziz-based joyful learning model that has never been used before. So that it can add to the knowledge and insight of the teacher when the learning process takes place to be more effective and efficient, and make the class more fun. The implications of this research are in addition to making the learning atmosphere fun and active. Students can also train themselves by answering various quizzes that are already available in the application. In addition, with the quizziz-based joyful learning model, the teacher can use practice questions to train students' intellectual abilities to support their cognitive development. Of course, there are limitations in the implementation of this research, namely the teacher cannot control and guide students who have difficulty operating the Quizizz application face-to-face.

CONCLUSION

The application of the quizziz-based joyful learning model in limited face-to-face learning positively impacts students' interest in learning. Increased interest in learning contributes to improving student learning outcomes. The quizziz-based joyful learning model can be used to overcome problems in the learning process, and the joyful learning model can be used as an alternative in the learning process in elementary schools.

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