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The Effect of the Plickers Application on Fifth-Grade Students' Learning Motivation in Learning Integrated Themes

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Abstrak

Aplikasi Plickers adalah teknologi penilaian pembelajaran online yang menggunakan smartphone dan kartu berkode. Menggunakan aplikasi ini hanya membutuhkan waktu 3-5 menit untuk memindai kartu dan mendapatkan hasil instan. Penelitian ini bertujuan untuk mengetahui motivasi siswa dalam menggunakan Aplikasi Plickers. Ini adalah Penelitian Lapangan. Penelitian ini dilakukan di SDN 33 Sawahan pada periode genap 2021/2022. Subjek penelitian ini adalah 18 siswa kelas V SD pembelajaran tema komprehensif. Data diperoleh dengan menyebarkan kuesioner. Analisis data bersifat deskriptif dan kualitatif. Hasil penelitian menunjukkan bahwa secara keseluruhan, 82% siswa termotivasi oleh: 1) 87% tertarik, 2) 85% mendapat manfaat, 3) 74% merasa percaya diri, 4) 83% Puas dengan aplikasi Plickers. Hasil penelitian ini dapat disimpulkan bahwa siswa Kelas V merespon positif penggunaan aplikasi Plickers untuk pembelajaran tematik terpadu di sekolah dasar.

Kata Kunci: Plickers, Tematik Terpadu, Motivasi belajar

Abstract

The Plickers app is an online learning assessment technology that uses smartphones and coded cards. Using this app it only takes 3-5 minutes to scan the card and get instant results. This study aims to determine the motivation of students in using the Plickers Application. This is Field Research. This research was conducted at SDN 33 Sawahan in the even period of 2021/2022. The subjects of this study were 18 fifth-grade elementary school students learning comprehensive themes. Data was obtained by distributing questionnaires. Data analysis is descriptive and qualitative. The results showed that overall, 75% of students were motivated by: 1) 87% interested, 2) 85% benefited, 3) 74% felt confident, and 4) 83% satisfied with the Plickers application. The results of this study can be concluded that Class V students respond positively to the use of the Plickers application for integrated thematic learning in elementary schools.

Keywords: Plickers, Integrated Thematic, Motivation to learn.

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INTRODUCTION

21st Century Education aims to produce quality human resources that can answer the challenges of the times. The quality of human resources is measured not only in terms of intelligence but also in high life skills such as mastery of technology, collaborative thinking, critical thinking, and creativity are very encouraging in secret collaboration. This is in line with what was stated by Zhao (2005) that learning aims to improve the quality of imagination and creativity, acquire human values, develop self-potential, develop critical thinking and develop personal relationships with older siblings. This goal is achieved if the complete learning process is quality and efficiency. One important factor for the effectiveness of learning is the evaluation of both the process and learning outcomes. Zamroni (2004) suggests that evaluation can improve the quality of teaching, namely a) providing effective feedback to students, b) students becoming more active in the learning process, and c) feedback to teachers to make adjustments in the implementation of teaching evaluations. student motivation and self-confidence and e) As a means of monitoring and self-correction of students. Then, students can know the progress and development of their understanding of the material being studied, and students can organize their learning activities and encourage the implementation of lifelong learning, namely encouraging students to learn continuously and also encouraging learning to further improve quality (Ledward, 2011).

Furthermore, according to Zamroni (2004) the behavior in the learning process both educators and students must change, this change will become a reality if the learning evaluation system changes. Without a change in evaluation, there will be no change in the thematic integrated teaching and learning process in primary schools. The Ministry of Education and Culture (2014) said that integrated thematic learning is a learning strategy that combines several subjects that are related to one another by using a theme as a combining medium. Furthermore, Sari et al (2018) the application of integrated thematic learning in elementary schools has an impact on students including increasing activity, motivation, and learning outcomes. In addition, psychologically the use of an integrated thematic learning approach is very appropriate because it is in line with the characteristics of students' thinking which is still operationally concrete and holistic (Prastowo, 2014). The success of implementing integrated thematic learning in elementary schools is very dependent on the pedagogic competence of the teacher and the media used by the teacher and integrated thematic learning with the use of technology, this condition also has an impact on the way teachers teach students (Desyandri et al., 2021). Teachers who have good pedagogic competence tend to be successful in thematic learning in their classrooms. Meanwhile, teachers who have low competence have low learning motivation in integrated thematic learning in schools (Khofiatun, 2016). Teachers have the task of planning, implementing, and evaluating the learning process (Irdamurni et al., 2021).

However, teacher competence in evaluating the integrated thematic learning process is expected to be able to use technology. One of the technologies that teachers can use to support learning evaluation competencies is using the Plickers application. The Plickers app is a technology for evaluating online learning using smartphones and coded cards. This is in line with the opinion (Saptiyah, 2021) Plickers is a very simple application that is used to find out the results of the student's knowledge test in the form of multiple-choice and the results can be known quickly. An application that can be downloaded by educators easily to assist educators in conducting formative assessments using the Plickers card held by each student, so that it can assist educators in assessing the results of student evaluations (Ylanda, 2019).

The use of the Plickers application in integrated thematic learning has not been widely applied in elementary schools (SD). This is due to the lack of teacher information regarding the Plickers application. This application can help teachers in assessing student exam results economically because teachers no longer need to multiply questions and answer sheets. In line with the opinion (Yunita et al., 2021) the Plickers application can provide convenience for teachers in providing assessments in the form of multiple-choice and true-false tests using code cards. Furthermore (Setiyani, 2020) the Plickers application can help students feel comfortable

in answering questions honestly because each student in one class will be given a different card code so that privacy is maintained.

In line with the above, the results of research conducted by (Yunita et al., 2021) state that by using the Plickers Application, students' teaching and learning activities become more interesting and fun so that they can motivate students to take exams to improve and have fun exams. This is in line with research by (Tan & Tasir, 2022) showing the use of the Plickers Application with an effective gamification approach can motivate students to learn and improve students in learning. The results of research (Meita, 2020) the use of applications in learning can also provide benefits in teaching and learning activities and students learn in a pleasant state. The results of the study (Helmita, 2018) also show that 75% of students learn in learning with the following criteria: 1) 73% of students are interested, 2) 75% of students get benefits, and 3) 70% of students feel confident 4) 81% of students satisfied with the Plickers application. The majority of previous studies have used this Plickers application to measure learning outcomes. Therefore, the use of the Plickers application is expected to be able to motivate student learning in fifth grade elementary school.

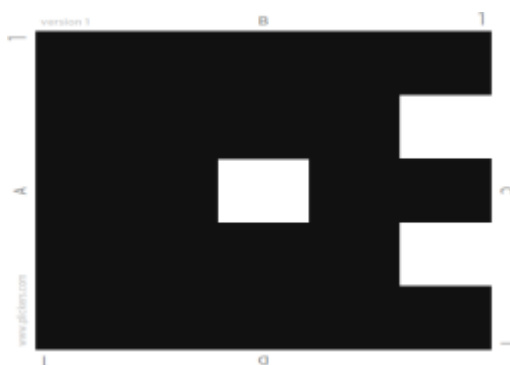
Learning motivation is an encouragement that comes from within and outside oneself to carry out learning activities. In line with Mitkovska (2020), learning motivation is one of the determining factors for achieving educational goals, both internal motivation and motivation from the surrounding environment. Furthermore, Arifin & Abduh (2021) learning motivation is the ability of one's business to obtain the expected results, the existence of motivation is marked by certain indicators. In line with learning, motivation is the overall driving force in students that causes learning activities, ensuring the continuity of learning activities for the sake of achieving a goal Motivation is an encouragement that comes from within him to get the desired satisfaction, and develop abilities and expertise to support his profession that can improve his achievements and profession (Munawaroh et al., 2020).

Therefore to increase motivation study learners required technique evaluation that attracts students. One of which is the Plickers application which is an evaluation technique based online using a smartphone and camera which is installed with the application Plickers for scanning QR-Code (Picture 1).



Picture 1. Learning use Plickers

The data sheet and all answers will be processed and displayed on the educator/instructor's mobile phone (Figure 2) via a web browser (Figure 3) at the same time.



Picture 2. Code QR on Plickers (www.Plickers.com)



Picture 3. Appearance Answer via web browser Plickers (www.Plickers.com)

Based on the description, this study investigated the motivation of students in integrated thematic learning in class V SD by using the application Plickers. Destination study is for knowing integrated thematic learning in class V SD by using the application Plickers. The problem which can be formulated in this study is "Is the use of application Plickers can improve motivation learners on integrated thematic learning in class V?".

METHOD

Type study this that is field research (field research). This research held at SDN 33 Sawahan, Padang City. The study was held in the even semester of the academic year 2021/2022. The population in this study is all fifth-grade students at SDN 33 Sawahan. The sample study is students who are in class V elementary school, class A and B. The total of students is 18 people. The method used descriptive qualitative. The instrument used in the research is questionnaire. The data in this study were analyzed through the following steps (Miles 1992), that is: 1) collection data, 2) presentation data, and 3) withdrawal conclusion or verification. Results analysis data in the form of percentages which presented with use following criteria:

Table 1
The Results of Data Analysis

| Range percentage | Category |
|------------------|-----------|
| 85-100 | Very Tall |
| 69-84 | Tall |
| 53-68 | Currently |
| 37-52 | Low |
| <36 | Very low |

Source: Sugiyono (2018)

RESULTS AND DISCUSSION

The results of this study indicate the learning motivation of students in integrated thematic learning in fifth-grade elementary school, as follows:

Table 2

| Motivation to learn The Plickers App | | |
|---|----|----------|
| Indicator | % | Category |
| Attention (<i>Attention</i>) | 87 | Tall |
| Linkages (Relevance) | 85 | Tall |
| Believe Self (<i>Confidence</i>) | 74 | Tall |
| Satisfaction (<i>Satisfaction</i>) | 83 | Tall |
| Average | 82 | Tall |

Based on the results of the research conducted, in general, it was found that the percentage of learning motivation in using the Plickers application in integrated thematic learning in fifth-grade elementary school was on average 82%, with the percentage of each indicator as follows: Attention (Attention) of 87%, Usefulness (relevance) of 85%, Confidence of 74% and student satisfaction with the use of the Plickers application by 83%. Based on the findings at the time of the study, it was shown that the motivation of students to do assignments and ask questions was very strong, it was proven when students were given an evaluation with Plickers, they were excited and felt the learning they were doing was fun. This thing is very positive in the learning process because it can show that there is a very strong extrinsic motivation from learners for integrated thematic learning. Self-confidence and independence and the responsibility of students in learning also appear. This is according to Zimmerman (2011) motivation can appear extrinsically (external) or intrinsic in self-learners who attempted to shape their performance. Based on observation of moment learning, motivation and student attention are high during process learning.

Using the Plickers application whose evaluation results are directly obtained by educators and students is very necessary for decision making, as stated by Moody & Sinder (2003) that evaluation is an activity to make decisions based on information that has been obtained in learning. Furthermore, assessment is the process of collecting and processing information to measure the achievement of student learning outcomes (Judge, 2021). Assessment is also defined as an inseparable part of learning (Mustika et al., 2021). Assessment is something a change to something learning has been successful. Thus the application of Plickers as a learning evaluation medium is one of the efforts to increase students' learning motivation in integrated thematic learning in fifth-grade elementary school. So that solving various educational problems, among others: low understanding of concepts, lack of student activity in learning, and student boredom can be reduced or overcome. So that the value of students in integrated thematic learning in class V SD is getting better.

There are several previous studies related to this research, including research conducted by Setiyani (2020) which examined "Application of the Group Investigation Type Cooperative Model Using Media Plickers to Improve Critical Thinking Skills and Student Learning Outcomes" with the results showing that the average score the average control class student learning outcomes are 73.77 and the experimental class student learning outcomes are 83.63. Based on the analysis of the difference between the two averages obtained by the value of sig (2-tailed) $0.000 < 0.05$, it can be concluded that there is a difference in learning outcomes between the class that uses the group investigation type of cooperative learning model and the class that uses the direct learning model. The use of the clicker media in learning can also provide benefits in teaching and learning activities. And students learn in pleasant conditions. This is in line with previous research conducted by Helmita (2018) which stated that the use of the Plickers application as an evaluation medium could increase learning motivation by 75%.

The difference between the researcher and the research conducted by the researcher is that the study examines the use of the Plickers application on student learning motivation in integrated theme learning in fifth-

grade elementary school. This research has been attempted and carried out well, however, there are still limitations to research using questionnaires, namely, sometimes the answers given by the sample do not show the real situation. With these limitations, this research can be further developed and used in the world of education, especially in integrated thematic learning as an innovation in evaluating the learning process.

CONCLUSION

The Plickers app is an online learning technology that uses smartphones and coded cards. Using this app it only takes 3-5 minutes to open the card and get results instantly. Based on the results of the study, it can be concluded that the use application Plickers as media evaluation on integrated thematic learning in fifth-grade elementary school can increase students' learning motivation by 82%.

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