Journal of Innovative and Creativity
Journal Homepage: https://joecy.org/index.php/joecy
e-mail: journaljoecy@gmail.com

Faculty of Education
University of Pahlawan Tuanku Tambusai
ISSN 2775-771X (Online)
ISSN 2962-570X (Printed)
5 (3) 2025, Page: 29518-29521

The Use Of Quizizz Mastery Peak Media In Increasing Student Learning Motivation In Islamic Education Classes In Class XI TJKT 2 At SMKN 1 Purwakarta

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Published: October, 2025

ABSTRACT
This study aims to determine the increase in student learning motivation through the use of Quizizz Mastery Peak media in Islamic Religious Education (PAI) learning in class XI TJKT 2 SMKN 1 Purwakarta. This study is a Classroom Action Research (CAR) conducted in two cycles, each cycle consisting of planning, implementation, observation, and reflection. The results of the study indicate that the Quizizz Mastery Peak media has a positive impact on increasing student learning motivation, as indicated by an increase in motivation scores from cycle I to cycle II. This media creates a fun, interactive, and competitive learning atmosphere.

Keywords: Learning Media, Quizizz, Learning Motivation, Islamic Education

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INTRODUCTION

Islamic Religious Education (IRE) is one of the subjects that plays an important role in shaping character, morals, and the practice of Islamic values in daily life. However, in reality, students' interest in IRE learning is still relatively low, especially when teaching and learning activities take place during the afternoon. This condition often makes students less enthusiastic, quickly bored, and unfocused in receiving material, resulting in suboptimal understanding of the learning process. On the other hand, the goal of the PAI learning process is for students to have a high interest in learning under any circumstances. With a good interest in learning, students are also expected to be able to understand the material presented by the teacher and apply it in their daily lives, both in their attitudes, behavior, and social interactions.

A number of previous studies have shown that one of the factors that can increase student interest in learning is the use of appropriate learning media that is relevant to the situation and in line with the characteristics of the material being studied. Interesting and interactive learning media have been proven to create a more enjoyable learning atmosphere and foster student motivation to learn. In the context of PAI, digital media can be an effective means of conveying religious values to students. Digital media not only facilitates access to information but can also increase student motivation to learn and strengthen their understanding of religious concepts through more intensive visualization and interaction (Nugroho & Santoso, 2019).

Based on this, this study focuses on the use of Quizizz Mastery Peak as an interactive digital learning medium to increase students' interest in learning PAI. Quizizz Mastery Peak was chosen because it is able to provide an enjoyable learning experience through interactive, competitive, and adaptive quizzes

tailored to students' abilities. It is hoped that through the application of this media, students' interest in PAI learning can increase, so that learning objectives can be achieved optimally. Therefore, this study aims to investigate the extent to which the use of Quizizz Mastery Peak can increase students' interest in learning. For this reason, this study will be conducted in class XI TJKT 2 at SMKN 1 Purwakarta.

RESEARCH METHOD

This study uses a Classroom Action Research (CAR) approach. CAR is a form of research conducted by teachers in their own classrooms through self-reflection with the aim of improving the learning process so that student learning outcomes improve. The CAR model used is *the Kemmis and McTaggart Spiral Model*, which includes four stages in each cycle, namely: 1) *Planning*, 2) *Acting*, 3) *Observing*, 4) *Reflecting* collaboratively and participatively with the aim of improving their performance as teachers so that student learning outcomes can improve. These four stages are repeated in two or more cycles until a significant improvement in student learning interest is achieved.

RESULTS AND DISCUSSION

The research was conducted using classroom action consisting of two cycles covering the planning, implementation, and reflection stages.

1. Results of Cycle I
   The classroom action in the first cycle was PAI learning in class XI TJKT 2 on the material "Getting Used to Critical Thinking and the Spirit of Loving Science and Technology." Based on the initial observations, previous learning tended to be linear, with explanations dominated by the teacher, which caused students to easily get bored and some students to lack focus when the teacher was explaining. In this cycle, the researcher used the lecture method ( ).
   a. Planning
      In cycle I, the researcher planned PAI lessons in class XI TJKT 2 using the lecture method. The material taught was Cultivating Critical Thinking and Enthusiasm for Science and Technology. The researcher prepared lesson plans, teaching materials, and instruments for observing learning interest.
   b. Implementation
      The learning was carried out with a number of students. The teacher opened the lesson with a greeting and apperception, then delivered the material orally through the lecture method. During the activity, the teacher dominated the conversation, while the students only listened and took notes on the explanation.
   c. Observation
      The observation results showed:
      1) Most students were not focused, some talked among themselves, and some were sleepy.
      2) Teacher-student interaction is minimal, with only a small number of students asking questions.
      3) When given assignments, some students still did not complete them.
   d. Reflection
      Learning through lectures is not very effective in increasing student interest in learning. Many students feel bored, passive, and not actively involved. Based on the results of the reflection, the researcher decided to improve the strategy by utilizing Mastery Peak media in the next cycle, so that learning would be more interactive and enjoyable.
2. Results of Cycle II
   In the second cycle, activities continued with an evaluation of the previous cycle, and the action plan for this cycle was the result of reflection on the previous cycle. A more varied and collaborative approach was incorporated to increase student participation and address differences in activity levels among students.

a. Planning
   Based on the weaknesses of Cycle I, the researcher developed a learning plan using the Mastery Peak media. The material studied was the same, but presented using visual media and interactive quizzes. Observation instruments and interest questionnaires were used again.
b. Implementation
   Cycle II was conducted in class XI TJKT 2. The teacher began the lesson with a brief introduction, then presented the material through Mastery Peak. Students were asked to actively answer the quizzes displayed, discuss the questions, and present the results of the discussion.
c. Observation
   1) The observation results showed a significant improvement:
   2) Almost all students paid attention to the media enthusiastically.
   3) Students were more active in asking questions, answering quizzes, and discussing.
   4) The classroom atmosphere became more lively and enjoyable.
d. Reflection
   The use of Mastery Peak media has successfully increased students' interest in learning. Whereas in cycle I students were passive and bored, in cycle II they were more active, enthusiastic, and found it easier to understand the material. The research objective, which was to increase students' interest in learning through Mastery Peak media, has been achieved.

From the two cycles that have been implemented, a clear difference can be seen. In cycle I, with the lecture method, students tended to be passive and had low interest in learning. Meanwhile, in cycle II, with the Mastery Peak media, students' interest in learning increased significantly. The Mastery Peak media was able to help teachers deliver PAI material in a more interesting and easy-to-understand manner. The increase in students' interest in learning can be seen from the change in the percentage of the learning interest questionnaire (from 65% sufficient in cycle I to 80% high in cycle II). Supporting factors for success were material visualization and interactive quizzes. The obstacles that arose in cycle I were overcome by improving the strategy in cycle II.

This indicates that learning with interactive media can attract students' attention, motivate them, and increase their active participation in the PAI learning process. Thus, it can be concluded that the use of Mastery Peak media is effective in increasing students' interest in learning PAI in class XI TJKT 2.

CONCLUSION

The use of Quizizz Mastery Peak media has been proven effective in increasing student motivation to learn PAI subjects in class XI TJKT 2 at SMKN 1 Purwakarta. This media creates an active, interactive, and enjoyable learning atmosphere. Teachers are advised to continue utilizing interactive digital media as an alternative to improve the quality of learning.

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