



DEVELOPMENT OF THE USE OF EDUCATIONAL TECHNOLOGY BASED ON THE QUIZZZ APPLICATION IN INCREASING STUDENTS' INTEREST IN LEARNING AT SMK NEGERI 1 SITOLU ORI

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Accepted :

10 November 2024

Published :

10 January 2025

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ABSTRACT

The purpose of this study is to increase student interest in learning at SMK Negeri 1 Sitolu Ori by developing strategies for using the Quizizz application, developing the use of the Quizizz program, and determining how students react to its use. The need to identify practical methods for raising student enthusiasm and engagement in a classroom setting is the main emphasis of this study. This study uses Quizizz, which provides interactive tests and gamification features, to evaluate how it affects student engagement and interest. Surveys were used to collect data both before and after implementation. According to the findings, using Quizizz greatly raised students' motivation and involvement in their education. This study employed a 4D development model in conjunction with a Research and Development (R&D) methodology. The validation questionnaire validated the results, which demonstrated that the Quizizz application used in this study was highly practical and viable. With a 90% agreement level, media professionals assigned an average score of 0.9, placing it in the extremely possible category. With an agreement level of 81.66%, material experts assigned an average score of 0.81, placing them in the extremely feasible category. With a 100% agreement level, practitioner experts assigned an average score of 1, placing it in the extremely possible category. Based on these findings, the study comes to the conclusion that using Quizizz as an educational technology tool to increase students' interest in studying at SMK Negeri 1 Sitolu Ori has been shown to be both practicable and useful. Teachers and other educators are advised to learn how to use the Quizizz app for various learning activities.

Keywords: *Quizizz, Educational Technology, Student Engagement, Learning Motivation.*

1. INTRODUCTION

Give a brief overview of the study's background. These days, technology is crucial, particularly when it comes to boosting kids' motivation to learn. According to McGinn (2015:7), technology is a valuable human activity that is conceptualized in relation to sociocultural and environmental factors. Technology is defined by Solomon (2015:8) as the methodical application of all knowledge

sources, including literature, science, and art. This indicates that both art and science can contribute to the use of technology. According to AECT (2015:10), it is a scientific discipline that aims to support human learning by identifying, creating, organizing, and using all available learning materials in a methodical manner as well as by managing these procedures. The aforementioned explanation makes it clear that technology is crucial to the

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way that teaching and learning are carried out in classrooms.

The Latin word "texter" (meaning "to weave or construct") is where the word "technology" originates. Sattlet (2014:2) asserts that technology encompasses any useful action that makes use of specific research or knowledge and need not always involve the devices we have previously envisaged. Technology is even described as an effort to address human issues (Salisbury 2014:3). According to (Romiszowski 2014:3), technology is associated with both items and procedures. According to Rogers (2014), technology typically consists of two parts: software (which is the information contained in hardware) and hardware (which is made up of materials or actual objects). These interpretations make it abundantly evident that technology is the actual application of science or knowledge that has been methodically arranged for the accomplishment of tasks (Salisbury 2014:3). Therefore, just like in the field of education, educational technology is used to enhance teaching and learning activities in the classroom and to boost students' interest in learning at school.

Information and communication technology is essential in many facets of life in the current digital era, but it is especially important in education. Students' interest and engagement can be increased by integrating technology into the classroom. The Quizizz app, which offers an engaging and entertaining method of learning through online tests, is one platform that is becoming more and more well-liked by instructors.

SMK Negeri 1 Sitolu Ori students face a number of difficulties during the teaching and learning process, including low motivation and disinterest in the material. These problems could be caused by a lack of diversity in teaching approaches and a lack of connection between educators and learners. Innovative strategies are therefore required to raise pupils' motivation for learning. Teachers can use

Quizizz to make interesting tests that complement the curriculum and provide students with instant feedback. This method increases student involvement in the educational process while also making learning more pleasurable.

When it comes to education, educational technology is the field that helps people learn by identifying, creating, organizing, and using all learning resources in a methodical way. It also manages all of these activities. "Educational technology is an area of education that includes a systematic identification process in maximizing the use of learning resources, organizing and developing various learning facilities," according to an expert named Donald P. Ely (2022:7). According to a different Webster dictionary source, educational technology is a part of the educational subsystem that plays a part in solving educational problems. The Association for Educational Communication and Technology (AECT 2022:7), on the other hand, sees educational technology as a comprehensive and intricate process that incorporates concepts, methods, tools, individuals, and teams in problem analysis, problem-solving, implementation, management, and evaluation of all elements associated with human learning. Because there are so many sciences that contribute to educational technology, it is impossible to go into detail about each of the many theories, models, concepts, and principles that support cultivation from other fields and disciplines, such as behavioral science, communication science, engineering science, and system theories or concepts. To create folding power and synergy between various fields, a variety of theories, concepts, or principles are cultivated and combined in a methodical manner.

In the current information and communication technology (ICT) era, creating educational activities presents a number of difficult issues. Both teachers and students may present these difficulties, thus educators

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need to be imaginative and inventive and constantly adapt to changes in the learning activities. Teachers need to be able to create unique and creative learning materials in order to meet these challenges and stay ahead of the curve. To have a positive effect on students, learning media development must adjust to the advancements of the information technology century by becoming accustomed to creating high-quality learning materials. Therefore, in order to build learning media that approaches product perfection, it is crucial to comprehend the nature of learning media.

In order to assist people realize higher-quality learning as a subject, educational technology also advances in tandem with scientific and technological advancements. Educational technology constantly seeks to advance scientific ideas and theories, despite its recent inception. Q By employing a variety of procedures and learning materials, educational technology always seeks to guarantee that people have the best possible learning possibilities. A learning society and a knowledge society may result from this. Numerous learning models and patterns have been made possible by educational technology, increasing the scope, equity, and quality of human learning chances. In order to make human learning more effective rather than more efficient, educational technology is constantly searching for and developing new technologies. In order to determine the most effective approach to teaching, a number of theoretical concepts are being created in conjunction with the field of educational technology.

According to Ashby (2015: 8), a fourth revolution in education has been brought about by the advancement of technology, particularly electronic technology. Compared to the print media that defined the third revolution, the main electronic technologies—radio, television, recorders, and players—have been able to more thoroughly cross political, social, and geographic borders. One may argue that the fifth revolution has been brought about by the

current growth of information technology, which combines with communication technology to produce ICT (ICT Information and Communication Technology), also known as telematics.

The purpose of this study is to examine and improve the Quizizz application's use in the classroom at SMK Negeri 1 Sitolu Ori and evaluate how it affects students' motivation to learn. It is expected that the results will help to raise the standard of instruction at the institution.

Thus, it can be said that educational technology is crucial to use in classrooms, particularly throughout the learning process. Technology has the potential to transform the classroom culture while students are studying, in addition to boosting their interest in the subject. In actuality, though, a large number of schools continue to carry out the teaching and learning process without making the best use of technology. To more effectively communicate learning materials, educators must constantly hone their technological skills.

2. LITERATURE REVIEW

Basically, technology has been implemented and applied by humans since ancient times. If humans in ancient times broke candlenuts with stones and picked fruit with poles, they actually used technology, namely simple technology. Therefore, technology is related to systems or ways to solve certain problems faced by humans, even in a simple form (Haryanto 2015:5).

a. Definition of Technology

Technicians, technocrats, and engineers define technology as a material construction process based on systematic engineering knowledge about how to design various artifacts. This concept of technology is more inclined towards the use of machines or physical systems of various types of things. Social scientists view technology in a broader sense, not only in

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terms of the construction of building materials but also related to considerations of social significance. According to Social Scientists (2015:7), there are several definitions of technology. First, social scientists define technology with reference to the construction of building materials and also in social and intellectual contexts. It refers to the organization of knowledge to achieve practical goals and also as a tool or technique for doing or making something, with which a person's capabilities can be increased. Second, social scientists view technology as something that is always intertwined with social values.

b. Development Technology

Haryanto (2015:6) The development of technology is so massive and capable of changing human life drastically and radically, even to the point of being able to erode the humanist side of humans and turning them into technocratic ones. Because it is new, the use of technology in the world of education is not yet evenly distributed across all levels of society and school institutions, especially those in rural areas. This is what then provides the difference between schools in cities which usually absorb technology more quickly and schools in rural areas which are far from using technology. However, with the existence of equality in the world of education and also with the very rapid and massive development of technology, of course along with the development of time, the use of technology can be equalized in every school institution to remote areas.

c. Educational Technology

In order to solve the challenges that humans experience in education and learning, educational technology is still a relatively new field of study that is constantly evolving in tandem with

advancements in science, technology, and the arts. According to AECT (2018:2), educational technology is translated by Miarso et al. "It is a complex and integrated process involving people, procedures, ideas, equipment and organizations to analyze problems, find solutions, implement, evaluate and manage solutions to problems involving all aspects of human learning."

What is educational technology, then? Naturally, in order to comprehend this, we must be aware of the pattern of technological growth and development, which is growing increasingly sophisticated and evolving quickly. Similarly, perceptions of instructional technology have evolved throughout time.

The definition of educational technology was first defined in 2015 and has since evolved five times. The Technological Development Project of The National Education Association, led by Prof. Dr. Donald P. Ely, developed the initial concept in (2015:9). This definition is evident from the following assertion: A subfield of educational theory and practice known as audiovisual communication is particularly focused on the creation and use of messages that regulate the learning process. In Activity II, the overall instructional system as well as its component parts are planned, produced, chosen, managed, and used. Effective use of all media and communication channels that can support the complete development of learning potential is the practical objective. The Department of Audio Visual Instruction (DAVI) changed its name to the Association for Educational Communication and Technology (AECT) as a result of this definition.

According to the different definitions given above, educational technology is a field of study, theory, tools, disciplines, and ethical practices that streamline and facilitate the educational

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process. It is also a crucial process for problem-solving, analysis, evaluation, and management of issues pertaining to all facets of human learning using a variety of learning resources and equipment that support educational and learning aspects. In order to address the issues of quality, equity, relevance, efficiency, and productivity in education, a unique scientific field known as "Educational Technology" was created. Technology is thus employed in the field of education as a process, product, and system.

Accordingly, educational technology is a branch of science that suggests different approaches to learning and educational issues in formal, informal, and non-formal education. Without assistance from other scientific disciplines, educational technology as a subject of study cannot function to its full potential.

d. Student learning interest/Motivation

The primary activity in schools is teaching and learning. It is a teacher's eternal hope that his students will learn. Both the professors and the students themselves always put forth effort to achieve this accomplishment. A teacher experiments with different ways to teach. The goal of employing a variety of techniques is to keep students engaged and avoid boredom during the learning process (Benar Sembiring, 2019). In addition, teachers consistently offer a variety of incentives to spark pupils' interest in studying. Both at-home and school-based learning activities need to be grounded in their inner desires. A pupil will feel interested in learning if they have an innate desire to learn. Sunadi (2010) In this case, the interest is interest. Pupils who are interested in learning will make every effort to meet the objectives of their educational activities. Without someone urging you to, interest is the feeling of preference and

interest in an item or activity. A remark demonstrating that students like one item over another might be used to convey interest (Purwanti, 2012).

One important factor that must be taken into account during the learning process is the interest of the students. Because learning cannot occur as effectively if students are not interested in what they are studying. The first step toward success in the learning process is interest. Students that are interested are motivated to participate fully in the learning process from beginning to end in order to attain positive learning outcomes. The following are examples of students who are motivated to learn, per Slameto (2003): 1) Consistently pay attention to and remember things they have learned; 2) Feel like they like and enjoy something that interests them; 3) Get pride and satisfaction from something that interests them; 4) Prefer things that interest them over other things; and 5) Shown through involvement in events and activities. According to the aforementioned viewpoint, the traits of interest in learning include a persistent propensity to focus on and retain information, a sense of pride and fulfillment in engaging activities, participation in learning, and cultural influences on interest in learning. Students will consistently engage in active learning and produce high-quality learning outcomes when they are motivated to learn. Goals and interests are closely related. A person with a high level of interest will work hard to accomplish their objectives. One factor that will motivate students to learn is their enthusiasm in the subject matter. Different students have different learning interests (Flora Siagian, 2015).

Interest is simply the desire for something without any kind of pressure. According to Mulusi and Wardiyanto (2013), a student's motivation in learning is influenced by a variety of factors. The three

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categories are as follows, according to Syah (2003): a) internal factors are those that come from within the student and include two aspects: the physiological aspects of physical condition and muscle tension (tonus), which indicate the student's level of physical fitness and can affect the student's enthusiasm and intensity in learning; psychological aspects are those that come from within the student and include intelligence, talent, attitude, interest, and motivation. b) extrinsic variables affecting students. There are two categories of external influences: non-social environmental factors and social environmental factors.

e. Quizizz Application

Many new advances have been made possible by the technological advancements of this era, leading to the emergence of numerous instructional games. The popular educational game Quizizz is one example. While instructing remedial mathematics classes at a school in Bangalore, India, in 2015, Ankit and Deepak came upon the Quizizz app. The Quizizz app is headquartered in Santa Monica, California, and Bangalore. More than 10 million people in 100 countries have used the Quizizz app to date, 500 million questions are answered each month, and some American schools have included Quizizz into their curricula (Quizizz.com).

The program Quizizz is well-known for its ability to generate evaluations in the form of online tests. The different features offered in Quizizz are constantly being developed by the application managers throughout time. The inclusion of the primary feature, Lessons, demonstrates this. Lessons and Quiz are the two primary elements that the Quizizz app presently offers. According to Wahyudi and Syahputra Pasaribu (2015), Quizizz is a game-like application which is utilized for educational purposes.

According to Sitorus and Santoso (2022), Quizizz is a game-based learning tool that combines evaluation, discussion, and education in one location. Aside from that, teachers everywhere can use the Quizizz platform without being constrained by time or location. This indicates that educators never run out of ways to hone their creative skills and produce learning that aligns with the objectives.

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According to Suhartatik (2020: 6), Quizizz is an interactive test that is used in classroom instruction for evaluations on a daily, mid-, and final basis. Purba in Marunung & Nurhairani (2020: 298) provides still another explanation, stating that Quizizz is an educational tool that makes class activities engaging and enjoyable.

3. METHODS

This research use a type of research and development method (Research and Development). "Research and development methods are research methods used to produce certain products and test the effectiveness of these products" (Sugiyono, 2019: 297). This research aims to develop the use of quizizz educational technology in increasing students' interest in learning. Borg and Gall in Sugiyono (2019) say that:

"Research and development (R&D) are a process used to develop and validate educational products. The steps of this process are usually referred to as the R&D cycle, which consists of studying research findings pertinent to the product to be developed, developing the products based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. In more rigorous programs of R&D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives."

This research design uses a 4D (four-D) development model. The 4D research and development model consists of 4 stages, namely, define, design, develop, and disseminate initiated by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974: 5). The advantage of 4D models is that the steps are relatively uncomplicated, so they do not take a relatively long time. While the

weakness of the 4D model is that the -4D model only reaches the sales stage and there is no evaluation.

1. Procedure of Development

Before carrying out research and development, researchers must determine the procedures (steps) used in its development. The development research model carried out by researchers in developing the use of educational technology in the form of the Quizizz application is a 4D model which has four procedures in its development, including the stages of defining, designing, developing and disseminating. The following is the form of the 4D model carried out by researchers:

a) Define

At this stage, problems, weaknesses, challenges, or conditions are found that are the basis for product development activities. At this stage, the problem found by the researcher is the lack of use of the Quizizz application, especially the absence of a Quizizz application usage Manual book, so that with these problems, the researcher is underpinned to develop a product, namely the Quizizz Application Usage manual book. With the use of this Quizizz application, the researcher created a Quizizz application usage manual book, so that teachers and students can understand or understand how to use the Quizizz application. The activities carried out are by conducting observations and interviews with English teachers at school. At this stage, researchers are also expected to be able to collect comprehensive information about students and materials, so that they can be used as a reference for basic ideas and a product can be produced.

b) Design

At this stage, the design or planning of the product to be developed will be carried out. There are four steps that must be taken at this stage, namely:

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- 1) Preparation of content material, as the initial step in making the product
- 2) Media selection, this step is taken to identify media that are relevant to the objectives of learning English. The media used in this study were laptops and projectors to increase interest in learning, motivation, character and effectiveness in the learning process.
- 3) Format selection, Format selection is carried out so that the selected format is in accordance with the content material. The selection of the form of presentation is adjusted to the media to be used. The selection of formats in development is intended to design content that includes material design, images, videos and writing in developing the use of educational technology based on the quizizz application
- 4) Initial design, namely content and media that must be done before the trial is carried out. According to Thiagarajan (1974:7) "initial design is the presentation of important instructions through the right media and in the right order".

c) Develop

This stage is the product development process. The development process at this stage has several stages, namely: (a) Expert validation followed by revision, (b) Developmental testing.

1) Expert Validation

Expert validation is a technique for evaluating the feasibility of a product design being developed. Here, the assessment is carried out by experts in their fields. Suggestions are given for improving the design and use of the quizizz application. The team of experts involved in the validation process

includes media experts, material experts, and practitioner experts. The test results are then applied to modify it so that the module is able to meet user needs.

2) Development Testing

Development testing involves testing the product design on the actual target audience. As part of the learning media development process, the development stage is carried out by testing the content and readability of the learning media with qualified experts involved in the design validation process, and students apply one of the learning media. The results of this description are useful for making changes so that the learning media really suits the needs of the user. To assess how well the media improves learning outcomes, this can be continued by providing practice questions on the material that has been taught.

d) Dissaminate

After all trials have been completed and the instruments have been revised, the last stage is the dissemination stage. The quizizz application usage manual book will be created or distributed so that it can be absorbed and used by students in teaching and learning activities. In order to develop learning media, dissemination is carried out by socializing how to use the Quizizz application through classroom learning. The purpose of this dissemination is to obtain responses and feedback on the quizizz application that has been developed. If the feedback from target users on the application is good, it will continue to be developed so that it can be used in the next learning process.

A. Data analysis technique

For researchers to methodically examine and arrange records from observations, intelligence, and other sources,

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as well as to produce information to prevent results personally, data analysis is essential, according to Muhadjir Rijali (2018). Through the examination of material research products, both qualitative and quantitative data were gathered for this study. Suggestions, critiques, remarks, and articles pertaining to other assessments—which are the most thorough descriptions—are all considered qualitative data. On the other hand, quantitative data is an underweldnt approach that uses a variety of formulas to help the doctor make a clear presentation. The four essential processes of data analysis—data gathering, data reduction, data display, and conclusion drawing—are all in line with this analytical strategy. Clarification comes next.

a. Data Collection

Data collection occurs in this selection. First, information for data collection is gathered from field intelligence results. Field notes are divided into two categories: descriptive and reflective. Descriptive notes are natural notes about what is witnessed, heard, and seen by the researcher without the researcher's interpretation and opinion of the phenomena that occurred. Furthermore, reflective notes are notes that contain the researcher's opinions, comments, and intelligence about what is found. Thus, this note is material for the data collection plan for the next step. The second data collection was obtained from experts' validation sheets. The data is obtained by adjusting the aspects of the language, material, and language validation sheet, which the researcher gave a score based on the results of observation and analysis.

b. Data Reduction

Following data collection, data reduction is used to identify the most detailed data, and focus the data that leads to problem solving, discovery, melaning or

to answer questions. Which leads to problem solving, discovery, melanin or to answer research questions. Additionally, it clarifies, summarizes, and systematically explains the main aspects of the findings and their significance. The data release process eliminates data that is unrelated to the research issue. In this manner, the researcher's ability to release conclusions will be facilitated and focused.

c. Data Display

The presentation of data as writing, images, tables, and graphs is known as data display. Combining data for the purpose of providing an overview of the actual situation is the goal of data presentation.

1. Data Analysis of Validation Results of Teaching Materials

Anggia, Roza, & Sirelgar, 2020 stated that the validation of the Quizizz application was assessed based on four aspects, namely the aspect of content suitability, the aspect of presentation, the aspect of language, and the aspect of graphics. Data analysis techniques were used to analyze validation data adapted from Akbar (2017) as follows:

a. Calculate the average score of each aspect assessed by equality:

$$\bar{X} = \frac{\sum x}{N}$$

Information:

\bar{X} : Average score of assessments by experts

$\sum x$: Number of scores obtained by experts

N : Number of questions

b. Validation Questionnaire Data Analysis

The average value obtained is converted into a value with criteria. This is done to determine the

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suitability of the developed learning media, which was initially converted into qualitative data in the form of scores using the following formula:

$$Va = \frac{TSa}{TSh} \times 100\%$$

Va = Validation score percentage

TSa= Total score obtained

TSh= Total overall score

So we obtained categories for evaluating learning media based on the quizizz application as determinants of the level of validity and as revision materials for writers

2. Practicality Questionnaire Data Analysis

Arifin (2016: 264) stated that practicality is a requirement of a standardization test. The practicality of learning media using the Problem-Based Learning (PBL) model can be assessed through the results of the results of the analysis of practicality from students and teachers. The assessment for students and teachers on the practicality should be sought in the following way:

- 1) Student and teacher response questionnaire is scored as follows: strongly agree (4), agree (3), disagree (2), strongly disagree (1).
- 2) Calculate the average score of each aspect assessed by equality:

$$\bar{X} = \frac{\sum x}{N}$$

Information:

X: Average score of assessments by practitioner

$\sum x$: Number of scores obtained by practitioner

N : Number of questions

- 3) Giving practicality value using the following formula:

$$\text{Practicality Level} = \frac{\text{Total score obtained}}{\text{Total score}} \times 100\%$$

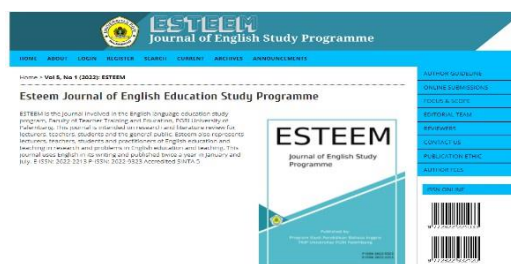


Figure 1. Esteem Journal
(Source: ...)

4. RESULTS AND DISCUSSION

This research aims to produce a product, namely manual book using the quizizz application. The manual book developed in this study is very suitable for use based on the results of data validation through material experts, media experts, and practitioner experts. The stages of designing learning media based on the quizizz application can be described as follows:

- a) Define result

At this stage, the researcher first looks for problems related to student needs. The researcher conducts data analysis to obtain information related to learning media based on the quizizz application with what students know. Teacher analysis is carried out by observing students and the intelligence of English teachers at SMK Negeri 1 Situlu Ori. From observations and teacher intelligence, information was

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obtained that the learning media used had not linked the quizizz application to students' lives. In addition, there are no other learning media used by teachers other than textbooks that make students feel bored and have difficulty understanding the material, so they cannot support the learning process. Define results can be simplified with the following points:

1. The specific needs and preferences of students and the context of educational technology, namely learning media based on the quizizz application in their environment and related to the ongoing curriculum.
2. Developing a comprehensive understanding of students' language proficiency levels obtained from initial tests to students about the extent of their understanding of descriptive text and examples they encounter around them.
3. Gaining insight into students' interests and elements of learning media is carried out by interviewing students and teachers at school. Based on their suggestions, they expect more interesting learning media in terms of visualization and material that is truly related to the quizizz application around them.
4. Specific objectives and learning targets reveal that students must be able to identify contexts, communicate simple ideas and opinions, and be able to write texts according to their material, for example descriptive text.

Based on these problems, researchers developed learning media, namely manual book using the quizizz application. This manual book is used based on the learning needs in the classroom, with the topic of descriptive text learning, so that it can attract students' interest because of the many interesting features that students like in it. This

learning media also displays examples of materials and other learning quuiz. which makes language a part of using and developing an independent quizizz application.

a. Product Revision

Based on the validation results from media experts, material experts and practitioner experts, revisions and improvements are needed in some data that need to be improved in the learning media that has been developed according to the input and suggestions of the validators. The following are revisions and suggestions from each validator:

1) Revision from media experts

After conducting an assessment of the quizizz application-based learning media, the media validator provided suggestions and input, namely that the appearance and design of the quizizz application be made as attractive as possible to attract students' attention, so that students' attention is focused on the material that will be taught using the learning media.

2) Revision from Material Expert

Based on the assessment results obtained from material experts, there are several inputs and suggestions regarding the learning media that have been developed, namely the material contained in the quizizz application learning media must be made in a larger size so that the writing is clearer for students to see and can improve the bibliography in writing class words.

3) Revision from Practitioner Expert

Input and suggestions from expert practitioner validators regarding learning media based on the quizizz application, namely the use of media is good enough to be used in the learning process so that the media is able to increase interest in learning and students have

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motivation in participating in learning activities in class.

b. Developmental**1. Small group trials**

The first trial of the teaching materials was carried out in class XII-1 on July 26, 2024. A small group trial was carried out on 10 students with the aim of determining the relevance of learning media based on the Quizizz application developed by the researcher. Based on the testing of the learning media, the researcher found several obstacles in using the product. The researcher found these obstacles based on student comments and complaints in using the learning media.

In the small group trial in class XII-1, totaling 10 students, there were 1 obstacles felt by the students. After knowing the shortcomings of the small group trial, improvements were needed to carry out the trial in large groups.

2. Large Group Trials (Students Practicality)

On August 4, 2024, a major group trial was held in SMK Negeri 1 Sitolu Ori's class XII-2. The usefulness of the created Quizizz application-based learning media was tested in a large group experiment with 20 students using independent learning resources. Following a small group trial and completion of the product in accordance with the validator's instructions, the large group trial was held. The large group trial made good use of the learning resources in the Quizizz application-based learning medium. The researcher's own teaching and learning materials were used to carry out this activity in the classroom. Using the Quizizz app, the researcher developed practice questions about the topic that had been studied after conducting the learning training in class. These questions were

promptly answered and worked on in class. The researcher then shared additional practice questions with the students via a link, and they used their smartphones to complete the quiz questions at home. Quizizz's ease of use, the ease of understanding the material using the Quizizz application, the appropriateness of the images, the interest of Quizizz, student curiosity, student motivation, the ease of understanding other material using the Quizizz application, student enthusiasm, boredom, and the sound and images in the Quizizz application are among the ten aspects of the questions that students must respond to.

Following implementation, the researcher used the Quizizz app to gauge how students reacted to the creation of learning materials. A questionnaire that the researcher supplied was used to gauge responses. The following are the study's findings for the relevant questionnaire:

The Quizizz application-based learning materials are categorized as very practical with a very appropriate category, making them very practical for students to use and learn during the learning process. This is known from the results of the practicality test in table 4.6 above and from the responses of the students in the large group test. As can be observed, class XII-2 of SMK Negeri 1 Sitolu Ori uses Quizizz application-based learning materials, which fall within the very good category. The number of students who completed the questionnaire, which had multiple items that the researcher processed and created, shows this.

5. CONCLUSION

Based on the results of the development of the use of educational technology based on Quizizz application on descriptive text topics, it can be concluded that:

1. The development of learning media products is carried out using a 4D

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model which consists of the define, design, develop and disseminate stages. The stages in this research have reached the product distribution stage.

2. The validity level of learning media based on quizizz application in class 12 with the theme descriptive text topic was declared very feasible based on the results of material validation, media validation and practitioner validation. The results of the material expert validation obtained results in the very appropriate category with an average of 96.66%. The results from media expert validators were obtained in the very feasible category with an average of 95%. Then the validation results from the practitioner validator were obtained in the very feasible category with an average of 100%.
3. Product trials were carried out in small groups and large groups in class XII of SMK Negeri 1 Situlu Ori, North Nias Regency. After carrying out small group trials, continue with large group trials to see the students' responses. The results show a very good category. These product trials are known as practicality tests. The practicality test by teachers and students was declared very practical for use in classroom learning.

6. ACKNOWLEDGEMENT

Praise be to God Almighty, because thanks to His grace and blessings, the author can complete the undergraduate thesis entitled "Development of the Use of Educational Technology Based on the Quizizz Application in Increasing Student Learning Interest at SMK Negeri 1 Situlu Ori" on time. This thesis is compiled to fulfill one of the requirements to obtain a Bachelor's Degree at Nias University, Faculty of Teacher Training and Education, Department of English Language Education.

The fulfillment of this undergraduate thesis could not have been

possible without the involvement and cooperation of many persons, the names of whom cannot all be listed. Their efforts are much appreciated and heartily recognized.

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