

Improving Pancasila and Civic Education Learning Motivation Through Quizzes with Feedback at Senior High School in Poliwali

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ABSTRACT

This classroom action research aims to increase the learning motivation of Pancasila and civic education subject of Class XII students at a state high school in Polewali by giving quizzes accompanied by feedback. The subjects of this study were all students in that class with the total number of the students were 30 students. The research was conducted in two cycles. The data collection technique was using learning motivation questionnaires and students' observation sheets. The results showed that giving quizzes accompanied by feedback could increase students' learning motivation at the high school in Polewali. The beginning of the first cycle resulted in the high category with an average score of 79.33, and the end of the first cycle in the high category was with an average score of 88,93. Meanwhile, the final result of the second cycle was in the very high category with an average of 101.77. This implies that there is a significant improvement of students' learning motivation after given treatments using quizzes and feedback.

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1. INTRODUCTION

Learning is a process of change that occurs in a person through reinforcement, so that there is a permanent change in students as a result of their experience. The changes produced by the learning process are progressive and accumulative, leading to perfection, for example from being unable to being able, from not understanding to understanding, both covering aspects of knowledge (cognitive domain), affective aspects (affective domain) and psychomotor aspects or domain (Hoque, 2016). Learning is also a business process carried out by individuals to obtain a new behavior change as a whole as a result of the individual's own experience in interaction with the environment (Crutzen & Peters, 2018). Therefore, it is important to instill the values of education that consist of the local characters of a nation.

Pancasila and Citizenship Education is a vehicle for developing the abilities, character of democratic and responsible citizens. There are several things that need to be considered in Civic lessons in the context of nation and character building. First, civic education is a field of citizenship studies that is supported by various relevant scientific disciplines, namely: political science, law, sociology, anthropology, psychology and other disciplines that are used as the basis for conducting studies on the process of developing the

concept, values and behavior of citizen democracy. Second, civics develops the power of reason (state of mind) for students. The development of the nation's character is a process of developing citizens who are intelligent and have high reasoning power. Civics focuses its attention on developing citizen intelligence (civic intelligence) as the basis for developing democratic values and behavior. Third, civics as an intellectual process should provide the learning approach that is more inspiring and participatory by emphasizing training in the use of logic and reasoning. To facilitate effective civics learning, interactive learning materials are developed which are packaged in various packages such as printed, recorded, broadcast, electronic, and learning materials extracted from the community environment as hands-on experience (Pepper, 2004). Fourth, civics class as a democracy laboratory. Through Civics, understanding of democratic attitudes and behavior is developed not solely through teaching democracy, but through learning models that directly apply a democratic way of life (doing democracy). Assessment is not solely intended as a quality control tool but also as a tool to provide learning assistance for students so that they can be more successful in the future (Balogun & Yusuf, 2019). Evaluation is carried out thoroughly including student portfolios and a more class-based self-evaluation.

Civics learning outcomes are learning outcomes achieved by students after participating in the Civics learning process in the form of a set of basic knowledge, attitudes, and skills that are useful for students for their social life both now and in the future which include: ethnic diversity and Indonesian culture, diversity beliefs (religion and class) as well as various levels of intellectual and emotional abilities. Learning outcomes are obtained both from test results (formative, sub-summative and summative), performance (performance), assignments (projects), work results (products), portfolios, attitudes and self-assessments (Lile & Bran, 2014; Nunley et al., 2011). To improve Civics learning outcomes, the learning must be interesting so that students are motivated to learn. An interactive learning model is needed where the teacher gives more roles to students as learning subjects, the teacher prioritizes the process rather than the results (Wexler et al., 2019). The teacher designs a teaching and learning process that involves students in an integrative and comprehensive manner on cognitive, affective and psychomotor aspects so that learning outcomes are achieved. In order for Civics learning outcomes to increase, appropriate situations, methods and learning strategies are needed to actively involve students in mind, hearing, vision, and psychomotor in the teaching and learning process. The appropriate learning to involve students in totality contextually is learning by giving quizzes with feedback (Raes et al., 2020). Learning with the model of giving a quiz with feedback is a provision of questions or tests to students after participating in the learning process as an assessment or evaluation which then comments on the results of student work when returned.

Based on the description above, it can be assumed that theoretically learning with a quiz model with feedback can improve student Civics learning outcomes compared to the traditional approach (lecture method). Motivation comes from the word motive. The motive is everything that drives someone to do something. If a child acts as he should, it must be investigated why. The motive in the general Indonesian dictionary (Badudu, 1996) is something that underlies a person's actions or actions. This concept is relevant with the term motivation. Motivation is one of the internal and external factors that also affect learning achievement (Dörnyei & Ushioda, 2013). A motivated child will concentrate more on learning and can foster interest in learning. Motivation to learn and focus on something that is being studied will get better results. Therefore, motivation is an encouragement that can arouse enthusiasm to achieve a goal and carry out an activity including teaching and learning activities. The term motivation in the Big Indonesian Dictionary (Badudu, 1996) contains the meaning of (1) an impulse that arises from a person consciously or unconsciously to take an action with a specific purpose, (2) an effort that can cause a certain person or group of people to move. do something because they want to achieve the desired goal or get satisfaction with their actions.

One technique to motivate children to learn Civics is to explain the usefulness of the given topic. Practical uses should be introduced at the beginning of the lesson. The application chosen should be of general motivates students and is not intimidating (Cummins et al., 2015). Learning motivation in lessons is defined as a situation that encourages students to carry out learning activities in order to achieve the

desired goals. Learning motivation plays an important role in growing enthusiasm for learning, feeling happy and enthusiastic for students who have strong motivation to have great energy to carry out learning activities.

In line with what Hudoyo (1990) stated that, motivation as a motive generating process is the driving force that exists in individuals in carrying out activities to achieve an activity or desire. Giving referred to in this study, means something that must be accepted and done by students on the orders of the teacher. To achieve the results of this study, the quiz is one of the learning methods. The terms quiz in the general Indonesian dictionary (Badudu, 1996) are questions to test. Giving quizzes in civic education teaching is meant to be giving questions or tests to students after participating in the learning process as an assessment or evaluation. Broadly speaking, the assessment is divided into two: (1) Assessment of the teaching and learning process, and (2) Assessment of learning outcomes.

Giving a quiz is classified as an assessment of a teaching and learning process. Assessment of the learning process is carried out at each ongoing learning process. The purpose of this learning process is the extent to which a student can capture the material being taught. In connection with giving this quiz, Hamzah (1999) explains that by giving quizzes at certain meetings, students are expected to be more enthusiastic, serious or more active in attending lectures. Giving this quiz is expected to encourage students to prepare at home to study before entering class. After students are given questions and solved independently then student answers are checked and the results are returned with grades, notes, suggestions and comments both students who have good grades and students who do not have good grades. Giving quizzes in this study aims to increase students' motivation and interest in learning to be more passionate and follow the Civics subject matter during the teaching and learning process in the classroom (Lin et al., 2011). In addition, it can also be used as a measuring tool to review the extent to which students' ability to accept Civics subject matter.

Feedback is a very important variable in teaching and learning activities. Feedback can provide information about students' level of mastery of the subject matter. Where the provision of feedback aims to correct students' mastery of subject matter that is poorly understood and provide reinforcement for what has been understood. Dahar (1984) puts forward the importance of feedback as follows: students should receive feedback on their performance indicating whether they do not know or do not understand what has been taught. This feedback can provide reinforcement to them for a successful performance. Feedback has three main functions, namely:

a. Informational Function

Dihoff et al. (2004) states that delayed feedback is more effective than immediate feedback. What is meant by delayed feedback is feedback given no later than two days after the test. Immediate feedback provides information about correct answers while in memory there are still incorrect answers. Thus, correct and incorrect answers are mixed up in students' memories. This is an obstacle for students in remembering the correct answer. In addition to these reasons, another reason for the acceptance of the view that delayed feedback is more effective than Immediate feedback is the fatigue factor in students. Students who have just finished the test are still tired, so if given feedback immediately after the test, students do not pay full attention to the feedback.

b. Motivational Function

By giving this feedback, the test also functions as a motivator for students to learn. Unfortunately, there are teachers who use student work as a weapon to punish students as a constructive force to nurture and develop students. Teachers think and hope that by using the test as a threat, they can increase the seriousness of learning in students, for that they often provide impromptu tests. Parents often view the test as a criterion for their child's success in school. Things like this actually cause anxiety in students when working on test questions so that the results are less than what students can achieve if they are not under such mental pressure, even though the test must be viewed as an integral part of the instructional objectives and with the teaching and learning process, and as a mechanism for providing feedback to students.

c. Communication Function

Giving feedback is a communication effort between students and teachers. The teacher conveys the results of the evaluation to the students, and together with the students provide improvement or improvement efforts. Thus, through feedback students find out where their weaknesses are, and alone or with the teacher react to these results.

Based on the theoretical study above, the learning innovation applied in this research is to intensify the provision of quizzes accompanied by feedback, which is designed to increase students' motivation to learn Civics. Giving quizzes with feedback is intended so that students can work independently and do not expect answers from friends. Although learning objectives can be planned jointly by teachers and students, this model is teacher-centered. The learning management system carried out by the teacher must ensure student involvement, especially through paying attention, listening, and planned questions and answers. But that does not mean that learning is authoritarian, cold, and without humor. This means that the environment is task-oriented and gives high expectations for students to be able to achieve good learning outcomes. Grounded on the theoretical study and framework of thought that have been stated above, the following action hypothesis is formulated, if Civics learning is done by giving quizzes accompanied by feedback, then students' learning motivation at that school can increase.

In this study, the authors applied a quiz with feedback in the form of an assessment in the form of comments, notes, responses and suggestions and even the correct answer. Considering that if students are given a quiz at the end of each meeting, students will be motivated to learn the material before the teacher explains. With the understanding that by making preparations at home it will be easy to do quiz questions and do it independently. The application of giving this quiz with feedback on student answers is expected to improve student learning methods so that civic education learning motivation can be increased. Based on the background that has been stated above, the problem in this research is "Is giving quizzes accompanied by feedback can increase students' motivation to learn at a senior high school in Polewali?" Based on the problems above, the purpose of this study is to increase students' learning motivation in Civics subjects through giving quizzes with feedback.

2. METHODS

The location of this research is a senior high school in Polewali with the research subjects are students of Class XII as many as 30 people. This research was carried out for 2 months, namely in February to March 2021. The types of data obtained are qualitative and quantitative data, which are taken from observational results. Data on students' readiness to welcome the arrival of teachers to teach (starting teaching), which is divided into four criteria, namely: "not ready" with a weight of 1 for students who do not do homework, "less ready" with a weight of 2 for students who do part of their homework and the result is wrong, "ready" with a weight of 3 for students who do some homework and correct, "very ready" with a weight of 4 for students who do all homework correctly. Moreover, data on student activeness in the classroom during Civics learning takes place which is divided into five criteria, namely: "not paying attention" with a weight of 1 for students who are silent about receiving lessons, "not paying attention" with a weight of 2 for students who ask, "sometimes paying attention" with a weight of 3 for students who ask and answer the questions asked, "always pay attention" with a weight of 4 students who ask or answer and go to work on the blackboard, and "high attention" with a weight of 5 for students who ask, answer, work on the board the blackboard or volunteer to work on the questions posed. Meanwhile, data on the enthusiasm of students in receiving / completing quiz questions during the action, which is divided into four criteria, namely: "not enthusiastic" with a weight of 1 for students who often ask and often cheat, "less enthusiastic" with a weight of 2 for students who have asked or cheating, "medium" with a weight of 3 for students who never asked and cheated, and "very enthusiastic" for students who never asked and never cheated and finished quickly and the results were correct.

The data obtained were then analysed using qualitative analysis and quantitative analysis. For the qualitative analysis, it was obtained from the observation sheet used in the study, namely the student

activity observation sheet, while the quantitative analysis used descriptive statistics to see the average percentage score with the help of a computer.

This research is classroom action research that took place in two cycles, each cycle was carried out according to the objectives to be achieved. The two cycles were a series of interrelated activities, meaning that the implementation of Cycle II was a continuation of Cycle I. For this purpose, the action was carried out for eight meetings (according to the amount of time allocated for the Government system material). Each meeting takes 2 x 45 minutes. The observations carried out in Cycle II were almost the same as the observations made in Cycle I. However, in Cycle II, students were asked to state the difficulties they experienced when working on the questions on the blackboard.

1. Action Preparation Stage

The preparation stage is carried out through the following activities:

- a. Reviewing the Civics syllabus
- b. Make a learning implementation plan for the implementation of giving quizzes with feedback.
- c. Design and create quizzes given to students.
- d. Make an observation format to collect data about activity, attention, sincerity, how to follow lessons associated with giving quizzes with feedback.
- e. Make a research instrument in the form of a learning motivation scale to determine students' learning motivation, with the hope that students participate in answering according to students' conditions.
- f. Identifying all students before taking action in Cycle I. The thing to do is to ask about Civics learning habits at home, and how the teacher presents the Civics lessons they have learned so far.
- g. Creating a learning motivation assessment scale to measure the increase in students' learning motivation for Civics.

2. Action Implementation Stage

The implementation of the actions of each cycle in this study is described in following the steps.

Cycle I:

- a. Discussing the subject matter based on the lesson plans that have been made.
- b. Give examples of questions, then provide opportunities for students to ask questions regarding explanations that have not been understood, as well as the difficulties experienced by students.
- c. Carry out giving quizzes and return their work sheets after being checked (noted in the form of comments, responses and criticisms). Giving this quiz is expected to motivate students to solve problems related to the subject matter.
- d. Guiding students who have learning difficulties/difficulties.
- e. Monitor and observe actions carried out using observation sheets or observations.
- f. Evaluating observations.
- g. Doing reflection

Cycle II: Fixing or resuming plans on Cycle I.

- a. Implement corrective action
 - b. Monitor and observe the actions taken
 - c. Evaluating observations
 - d. Doing reflection.
- Reporting:
- a. Analysing research results from each Cycle.
 - b. Compile the results of research reports.

Observations are carried out during the process of taking action, in the implementation of teacher research and assisted by observers, in this case Civic teachers who observe student activities by using

student activity observation sheets. The analysis was carried out at the end of each lesson based on the results obtained during the observation. Based on the results of the analysis, reflection is carried out to improve the next action. According to Uno (2009), the indicators for increasing the motivation to learn Civics are in the following categories:

25 – 50	said to be very low
51 – 75	said low
76 – 100	said high
101 – 125	said to be very high

3. FINDINGS AND DISCUSSION

The results of the research and discussion based on the data that have been obtained through the provision of questionnaires were analyzed descriptively quantitatively, and the data obtained from the observations were analyzed qualitatively.

Cycle I

1) Qualitative Data Analysis

The success of an action can be seen from the determination of an indicator that becomes a measure of research whether an action can increase students' motivation to learn Civics or not. Therefore, observations are made based on these indicators.

a. Results of Observation of Student Readiness in Welcoming Teacher's Arrival to Teach (starting teaching)

At the first meeting and the beginning of Cycle I, the level of student readiness to welcome the arrival of the teacher (as a researcher) through lessons in general, students were in the unprepared category, namely 28.95%. This happened because at the previous meeting where students were burdened with too many tasks. Entering the fourth meeting, the level of student readiness in welcoming the arrival of the teacher has increased where in general students are in the happy category whose frequency reaches 32.5%.

b. Student Attendance Observation Results

At the first meeting, there were 3 students who were not present, and at the 3rd meeting the student attendance reached 100%, until the end of Cycle I the average student attendance reached 100%.

c. Results of Observation of Student Activity in Class During Civics Learning Takes place

At the first meeting of this cycle, in general students did not pay attention to reach 44.44%, but at the next meeting student activity began to increase. In this cycle, in general, students are in the category of sometimes paying attention or around 32.2% and the number of students who ask questions and go to the blackboard has increased. This can be seen from the desire to know more about the explanation from the teacher so that when students are appointed to work on the questions on the blackboard, they just obey even though the answers given are still wrong.

d. Observation Results of Student Enthusiasm in Receiving/Completing Quiz Questions

In the first quiz in solving quiz questions, in general, students in solving moderate quiz questions reached 35%, and at the next meeting students were more enthusiastic in solving quiz questions because students felt challenged because of all kinds of errors contained in the quiz worksheets. The previous quiz was attempted to write down the type and correct way of solving it before returning it. With this feedback students learn the answers and try to correct or avoid mistakes that occurred in the previous quiz and each quiz answer sheet is returned and given a note.

2) Quantitative Data Analysis

In this section, we will discuss research results that show an increase in Civics learning motivation through giving quizzes. As for what is analyzed is the results of the motivational instrument at the beginning of Cycle I and the end of Cycle I.

a. Initial Motivation Score Cycle I

The results of the descriptive statistical analysis of the Civics learning motivation score at the beginning of Cycle I (before the action) showed that the average score of the students' Civics learning motivation was 79.33 from the ideal score of 125 with a standard deviation of 85.68. Civics learning motivation scores are generally in the high category with the frequency reaching 24 students or 80% and there are 6 or 20% students whose learning motivation level is in the very high category. This means that the level of motivation to learn Civics in class XI at the senior high school in Polewali before the research was carried out was in the high category.

b. Final Motivation Score of Cycle I

The results of the statistical analysis of Civics learning motivation at the end of Cycle I showed that the average score of students' learning motivation for Civics was 85.68 from the ideal score of 125 with a standard deviation of 10.14. Civics learning motivation scores are generally in the high category with the frequency reaching 80%. This means that the level of motivation to learn Civics Class XII Polewali after Cycle I is in the high category.

c. Reflection

At the first and third meetings, the students' activity in completing the quiz was given in the category of sometimes paying attention to the frequency reached 35%. In this cycle, the students' enthusiasm and enthusiasm did not show any motivation in solving quiz questions, where in completing the quiz, they seemed less confident, because the previous quiz that was returned had written down the type of error and there were already several students who answered perfectly. Based on the observations of this cycle, students do not look ready to accept quizzes and the activity of cheating is reduced, although not a few have not prepared themselves. Another thing that can be seen in this cycle is that students' motivation to follow the material being taught is lacking, where only one or two people dare to submit responses in the form of comments or several questions or ask to be repeated the lesson material being taught.

In general, the practice questions given only imitate the completion of the answers from the previous quiz. Only a few students are able to work on the practice questions if the questions are different from the previous examples. Another thing was also found that almost all students had doubts about daring to appear on the blackboard to work on questions. This is marked by a feeling of disappointment after their friends solve the problem on the blackboard, because their answers are the same. Thus, in general, students have not shown courage or self-confidence. At the last meeting of Cycle I, the level of student activity in participating in the teaching and learning process increased. This can be seen from the enthusiasm of students to ask questions or go up to the blackboard to work on questions that have increased from previous meetings.

d. Decision

Because the students' motivation in Cycle I has not shown optimal results, this becomes a reference to continue implementing the action to Cycle II by seeking improvements through intensifying quizzes with feedback by motivating students in teaching and learning activities.

Cycle II

1) Qualitative Analysis

a. Results of Student Readiness in Welcoming Teacher's Coming to Teach (starting teaching)

Entering Cycle II, the enthusiasm of students in welcoming teachers increased. The level of pleasure of students in general is in the very happy category, reaching 36.91%

b. Student Attendance Observation Results

The average percentage of student attendance has increased. The attendance of students reached 100% even though from the observations of the researchers there were some students

who looked unwell but from the interviews, their reason was that they did not want to be left behind in giving the quiz because it motivated them in learning, and the presence of these students lasted until the end of this cycle.

- c. **Results of Observation of Student Activity in Class During Civics Learning Takes place**
In this cycle, student activity is increasing. At the last meeting of this cycle, the activity of students in general was still in the category of always paying attention. Based on the results of the study, in this cycle the number of students who were silent was almost non-existent and the average percentage of student activity increased when compared to Cycle I. Likewise, students who often asked questions or went up to the blackboard also increased. This can be seen at the beginning of the second meeting until the end of Cycle II, the students competed to work on the questions on the blackboard, they even felt disappointed if they were not appointed to work on the questions on the blackboard.
- d. **Observation Results of Student Enthusiasm in Receiving/Completing Quiz Questions**
In this cycle, students are more enthusiastic in working on quiz questions. This can be seen when students work, rarely seen students to turn left and right just to cheat on a friend's work. Another thing that also makes students more enthusiastic is that students try to get better results and get pleasant comments or praise given. In general, students in receiving / completing quiz questions are very enthusiastic on average reaching 37.77%.

2) Quantitative Analysis

In this section, we will discuss research results that show an increase in Civics learning motivation through giving quizzes. As for what is analyzed is the result of the motivational instrument at the end of Cycle II.

Final Motivation Score of Cycle II

The results of descriptive statistical analysis of PPKn learning motivation scores at the end of Cycle II (after the action) the average score of students' Civics learning motivation was 101 from the ideal score of 125 with a standard deviation of 9.00.

Civics learning motivation scores are generally in the very high category with a frequency of 18 students or 60%. This means that the level of motivation to learn Civics of the school after the research is in the very high category.

Based on the analysis of the data above, it can be seen that the frequency of students getting scores that fall into the high and very high categories starting from the beginning of Cycle I (before class action) to the end of Cycle II (end of class action) has increased. And conversely the frequency of students who fall into the low and very low categories tends to decrease. Likewise, the average score of PPKn learning motivation for Class XII at a senior high school Polewali students starting from the beginning of the cycle (before class action) to the end of Cycle II (after class action) has increased, or in other words, after class action is held, the motivation to learn Civics through intensifying quizzes with increased feedback.

3) Reflection

1. Based on the reflections that have been made in Cycle I, efforts have been made to improve the implementation of Cycle II. In this cycle, the teaching and learning process took place quite orderly because of the lack of noisy students during the teaching and learning process.
2. Another thing that can be seen is the level of student activity, student enthusiasm, enjoyment during the teaching and learning process is increasing, especially when students are working on quiz questions, which are getting more and more excited, with quiz scores generally increasing and the lack of unpleasant comments.
At the end of this cycle, a study result test was held, they showed readiness in the exam, this was seen when the questions were distributed, they remained calm and they worked with enthusiasm even though there were still some who found it difficult due to lack of study.

4) Decision

From the two cycles that have been carried out through the Intensification of Quiz giving with feedback, the following results are obtained:

- a) The attention of students in participating in Civics lessons is getting better
- b) Students' courage to ask questions and respond to the answers given increases.
- c) For questions whose difficulty is almost the same as the previous Quiz questions, students are generally more enthusiastic about giving answers.

In accordance with the results of the actions carried out for 2 cycles or approximately 2 months, the results obtained in this study can be described as follows:

The students' attention to the teaching and learning process is getting better. This is indicated by the enthusiasm of students and the motivation of students to ask questions is increasing (Fyfe et al., 2021). The level of readiness of students in welcoming the arrival of teachers to teach from each meeting is increasing (Saeid & Eslaminejad, 2017). The level of student activity is increasing. It can be seen that the level of student activity in Cycle I was generally in the category of not paying attention or around 44.44% and the number of students who asked questions and went up to the blackboard had increased. This can be seen from the desire to know more about the explanation from the teacher so that when students are appointed to work on the questions on the blackboard, they just agree, even though the answers given are still inaccurate and in Cycle II the average student activity is in the medium category where the level of fun is students through giving quizzes with feedback that is 39.65% and in Cycle II are in the very happy category, because in solving quiz questions, students try to get better results and get compliments and pleasant comments (Burton, 2008).

The enthusiasm of students in receiving and solving quiz questions is increasing (Setiyani, 2020). This can be seen in the results of observations where in general the level of student enjoyment is in the medium category, reaching 34.39%. And from meeting-to-meeting students were more enthusiastic about solving quiz questions because students felt challenged because all types of errors contained in the previous quiz work sheets were attempted to be written down and the correct method of completion before being returned. With this feedback students learn the answers and try to correct or avoid mistakes that occurred in the previous quiz. Each previous quiz answer sheet is returned and a note is given.

4. CONCLUSION

Based on the results of the research and discussion, it was concluded that giving quizzes accompanied by feedback could increase the motivation to learn civic education for class XII at the senior high school in Polewali. At the beginning of the first cycle, the high category with an average score of 79.33, and at the end of the first cycle it was in the high category with an average score of 88.93 and at the end of the second cycle it was in the very high category with an average of 101.77. In order to give quizzes more intensively so that students get used to the questions and do not consider them a burden, then, the quizzes should be checked and returned after being given notes, and comments so that students can understand the extent of the level of mastery received in the newly explained material to be able to motivate them to get better grades than before. Because giving quizzes is building motivation and encouragement for students to be more active and pay attention to the teacher's explanation, it is recommended that other subject teachers can use this method with relevant changes and as an alternative learning in increasing student motivation to see the effectiveness using this application.

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