



The Effect Of Quiz-Based Interactive Media On Civic Education Learning Outcomes In Third Grade

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh media interaktif berbasis kuis terhadap hasil belajar Pendidikan Kewarganegaraan di kelas III UPTD SD Negeri 124392 Pematangsiantar. Penelitian ini bersifat kuantitatif dengan desain pretest-posttest satu kelompok. Sampel penelitian ini adalah seluruh siswa kelas III UPTD SD Negeri 124392 Pematangsiantar pada tahun ajaran 2025/2026, berjumlah 25 orang. Instrumen penelitian yang digunakan dalam penelitian ini adalah instrumen tes hasil belajar, data yang diperoleh dianalisis menggunakan teknik analisis statistik. Data dari kondisi awal sebelum perlakuan dilakukan hingga setelah perlakuan dilakukan menunjukkan peningkatan hasil belajar siswa. Sebelum perlakuan, nilai rata-rata adalah 68 dan setelah perlakuan, nilai rata-rata adalah 84. Dapat disimpulkan bahwa hasil belajar siswa sebelum perlakuan diberikan masih belum mencapai KKTP, yaitu 25 siswa (100%) dan setelah perlakuan, hasil belajar siswa meningkat, yaitu 26 siswa (100%) memiliki nilai di atas KKTP. Berdasarkan hasil uji hipotesis dengan tingkat signifikansi 0,05 dan t tabel 2,060, nilai t hitung adalah 11,238. Dengan demikian, $t \text{ hitung} > t \text{ tabel}$ $11,238 > 2,060$, dapat disimpulkan bahwa terdapat pengaruh media interaktif berbasis Quiziz terhadap hasil belajar Pendidikan Kewarganegaraan di kelas III di UPTD SD Negeri 124392 Pematangsiantar.

Kata Kunci : Media interaktif berbasis kuis, Pendidikan Kewarganegaraan

Abstract

The purpose of this study was to determine the effect of quiziz-based interactive media on Civics learning outcomes in class III of UPTD SD Negeri 124392 Pematangsiantar. This study was quantitative with a one-group pretest-posttest design. The sample of this study was all students of class III of UPTD SD Negeri 124392 Pematangsiantar in the 2025/2026 academic year, totaling 25 people. The research instrument used in this study was a learning outcome test instrument, the data obtained were analyzed using statistical analysis techniques. Data from the initial conditions before the treatment was carried out until after the treatment was carried out showed an increase in student learning outcomes. Before the treatment, the average score was 68 and after the treatment, the average score was 84. It can be concluded that the student learning outcomes before the treatment were given were still not reaching the KKTP, namely 25 students (100%) and after the treatment, student learning outcomes increased, namely 26 students (100%) had scores above the KKTP. Based on the results of the hypothesis test with a significance level of 0.05 and a t table of 2.060, the calculated t is 11.238. Thus, $t \text{ count} > t \text{ table}$ $11.238 > 2.060$, it can be concluded that there is an influence of Quiziz-based interactive media on Civics learning outcomes in grade III at the UPTD of SD Negeri 124392 Pematangsiantar.

Keyword : *Quiziz-based interactive media, Civics*

PENDAHULUAN

Education is a crucial aspect of human development in the modern era . With the rapid development of education, the need for rapid and complex change has arisen. (Nasution et al., 2024). In Indonesia, the education system faces various challenges that have prevented it from achieving the desired success. With the advancement of technology, education must foster various innovations that can be utilized. Currently, education is not only focused on classical learning but must also adopt modern approaches that are in line with the industrial revolution. In this increasingly advanced context, education plays a crucial role in guiding children towards adulthood, enabling them to be independent in living their lives without relying on others (Laela et al., 2022).

Education also serves as a platform for acquiring knowledge and developing positive attitudes and personality values. Therefore, educators have a significant responsibility to equip students with the skills and knowledge to think critically, constructively, innovatively, and develop character. The current development of human thought demands changes in education, based on findings and changes in the field, and involving many components within the education system



(Cahyani, 2023). Education is a conscious effort to pass on culture from one generation to the next. This makes the current generation a role model for the previous generation.

Education is complex, often referred to as educational science, and is related to educational theories that prioritize scientific thinking. While education is often viewed as a center for imparting information and skills, the expansion of knowledge also aims to meet individual desires, needs, and abilities, thus achieving a satisfying personal and social lifestyle (Inderasari et al., 2021).

Education is not only for the future, but also for the present, as a step towards maturity. Educational success in school can be measured by students' understanding of each lesson taught by educators. If students understand the material, both students and educators have achieved success in the learning process. The feedback students receive from learning enables them to correct any problems they encounter and guide them in a better direction. Thus, teachers can also feel that the learning they have undertaken has been understood by students (Cahyaningtias & Ridwan, 2021).

Learning is a relatively permanent change in behavior as a result of experience (Sabani & Eka, 2024). Learning can also be defined as a fundamental element in education that changes behavior, experience, and practice. Therefore, learning is a complex process that occurs in every individual throughout their life. Meanwhile, learning is a design carried out by educators to ensure the acquisition of knowledge, mastery of skills, and the formation of attitudes and beliefs in students so they can learn well. The interaction between educators and students must run smoothly. In the learning process, students are expected to interact not only with the teacher but also with all available learning resources to achieve learning objectives. The learning process occurs through interactions between humans and their environment. By learning and acquiring knowledge, educators need to work hard to change students' behavior, so they do not feel frustrated, bored, or lose attention during learning activities (Ami, 2021).

Civics (PKn) learning is the application of social science theories, concepts, and principles to analyze experiences, events, phenomena, and social problems that occur in society. Thus, the goal of PKn learning is to help students become good individuals in interacting and socializing with their environment in a positive manner. Civics is not a separate sub-discipline, but rather an educational program that integrates various subjects, including Law, Political Science, Social Sciences, History, Sociology, Anthropology, Philosophy, and Religious Studies. Civics learning is very important to be studied at all levels of education, especially in elementary school, because students come from diverse backgrounds and their understanding of society is influenced by their surroundings. To introduce PKn learning to students, interesting learning models and media are needed so that the messages conveyed by educators can be received in a pleasant atmosphere. Interesting and effective learning is essential in today's era of technological advancement. Selecting the right media in PKn learning is crucial to attract students' attention, so that the learning atmosphere becomes more interesting and effective (Thasya, 2023).

During the implementation of learning observations, the researcher felt that there were several problems found in the learning outcomes of students in the Civics subject of class III of UPTD SD Negeri 124392 Pematangsiantar, namely ineffective learning media, learning that was too monotonous or boring, and low student Civics learning outcomes. The learning outcomes obtained during the learning process showed that students' mastery of the material was low. Of the total 25 students, only 10 students obtained results above the average of KKTP of 75.

Learning media is anything that can be used to convey messages, stimulate students' thoughts, feelings, attention, and will, thereby encouraging their learning process (Mukhlis et al., 2020). Media means an intermediary or delivery tool. The use of media in learning is crucial because of its flexibility, allowing it to be used in every learning activity. Media also encourages students to be more responsible and control their own learning process, as well as to take a long-term perspective in learning. Learning media can be described as a tool that presents various information that can be used in the teaching and learning process. There are many media options that can be used by educators, but they must be selective in choosing them, because students may not be able to understand the message conveyed by the educator.

Learning media can attract students' attention through the colors and shapes displayed, which can arouse students' curiosity about the material and overcome the limitations of information when the material being taught is difficult to understand. Interactive learning using media supports active two-way communication between students and teachers. Many media are provided by educators for students, such as game-based learning media, which can be used to convey material and measure the extent of student understanding of the material. In today's era, easy and simple learning media are needed to help students understand the material, such as technology-based learning media like quiziz. Learning carried out through playing while learning makes it easier for educators to evaluate the extent to which students understand the lesson, especially in Civics subjects, so that the learning process is effective and enjoyable (Kurniawan et al., 2022).

Quiziz is an educational game that plays a significant role in the learning process. Initially, Quiziz was used for measurement and assessment purposes, particularly at the beginning of the semester during the pandemic. Quiziz offers a variety of questions that anyone can answer. Users can add images and videos to the questions, and the questions can be multiple-choice or essay-based.

Quiziz learning media is an application with a relatively small storage capacity, so users do not need a large storage capacity to download it (Wardani et al., 2021). Similar research on this topic shows that implementing Quiziz learning media can increase student engagement, understanding, and accuracy, which in turn can improve their learning outcomes. Learning media is crucial in improving student learning outcomes and motivating them to learn. Similar research on the implementation of Quiziz learning media shows that by using this media, a teacher can broaden students' horizons.



Students can motivate themselves by paying attention to the teacher during the learning process, ultimately improving their learning outcomes (Sari et al., 2022).

Teachers play a crucial role in successful learning. They must be resourceful in providing the best materials to boost students' enthusiasm for learning, ensuring a vibrant and well-received learning process. Quiz learning media is an effective tool for boosting student motivation and improving their learning outcomes (Chandra et al., 2021).

The application of Quiz learning media can increase student engagement, understanding, and accuracy, which in turn can improve student learning outcomes. Learning media is crucial in improving learning outcomes and student motivation. Similar research shows that by implementing Quiz learning media, teachers can broaden students' horizons. Students can motivate themselves by paying attention to the teacher during the learning process, ultimately improving their learning outcomes.

Teachers play a crucial role in the success of learning. They must be intelligent in providing the best materials to enhance students' enthusiasm for learning, ensuring that the teaching and learning process is carried out enthusiastically and well-received by students. Quiz learning media is an effective tool in encouraging student motivation and improving their learning outcomes. However, Quiz learning media was only used during the Covid-19 pandemic (LPF Yanti et al., 2021). Currently, Quiz learning media is no longer used, which is very unfortunate because this media is no longer used. Therefore, this study aims to encourage teachers to re-implement Quiz learning media so that students can be more active and easily understand the material (Djaha & Darmastuti, 2020). In addition, during the Covid-19 pandemic, this learning media also makes it easier for teachers to provide learning, and many students respond well when using the Quiz application (Mella et al., 2022).

This aligns with the author's thinking, as various problems often arise during the learning process, particularly during Civics (PKn) instruction, where students are typically less interested in reading due to perceived over-the-top reading. This can lead to students feeling bored and reluctant to participate. Therefore, teachers must be diligent in selecting appropriate media for the material to be taught to make the learning process more engaging and students more quickly grasp the material. One such learning medium is interactive quiz-based media. Teachers structure learning using images and videos that are short in length to facilitate student comprehension (Rohayati et al., 2019). Videos that are too long can bore students. During the pandemic, teachers can only assess students' understanding by how they work on the given questions and by their active participation in viewing the material the teacher creates in the quiz app. Although not everyone wanted to see the submitted material, students' understanding during the Covid-19 pandemic using Quiz was quite good, and learning outcomes were also satisfactory (Nurfadhillah et al., 2021).

The use of Quiz application-based learning media makes teaching and learning activities more interesting so that students are motivated and easily understand the material and can achieve learning outcomes as expected. Based on the problems above, it is necessary to conduct research to find out "The Effect of Quiz-Based Interactive Media on Civics Learning Outcomes in Class III UPTD SD Negeri 124392 Pematangsiantar"

METHOD

This type of research is quantitative research with Pre-Experimental Design, namely a type of research involving one experimental class carried out without a comparison group with the aim of knowing the picture of the Effect of Quiz-Based Interactive Media on Civics Learning Outcomes in Class III UPTD SD Negeri 124392 Pematangsiantar. Quantitative research is a process of discovering knowledge that uses numerical data as a tool for analyzing data (Marsela et al., 2021).

In this study, researchers group these variables into two parts, namely: Independent variables are variables that influence other variables or variable X. In this case, variable X is quiz. Dependent variables are variables that are influenced by independent variables or variable Y. In this case, the dependent variable is learning outcomes.

A population is a group of individuals with similar characteristics, which serve as the basis for collecting research data (Creswell, 2014). The population in this study was 25 third-grade students at the UPTD SD Negeri 124392 Pematangsiantar. A sample is a portion of the population's number and characteristics, or a small portion of the population taken according to certain procedures so that it can represent the population. The sample in this study was all third-grade students at the UPTD SD Negeri 124392 Pematangsiantar.

A research instrument is a tool used to measure natural phenomena (Isrokatun et al., 2021). In this study, the instrument used was a test consisting of 30 multiple-choice questions. Assessment was carried out by giving one point for each correct answer and zero points for incorrect answers. The student's final score was calculated based on the number of questions answered correctly. Data collection techniques are the most strategic step in a study, because the main goal of research is to obtain accurate data, so without knowing the data collection techniques, researchers will not obtain data that meets the established standards (Alfiani et al., 2022).

RESULTS AND DISCUSSION

Description of Research Results

This research is a quantitative research that explains the influence of quiz-based interactive media on Civics learning outcomes. This research was shown to third-grade students of SD Negeri 124392 Pematangsiantar, Jalan Sriwijaya, Kelurahan Baru, Siantar Utara District, Pematangsiantar on August 12-15, 2025 with a total of 25 students. This research was conducted to determine how much influence quiz-based interactive media has on student learning outcomes. The



research instruments used were pretest and posttest. The pretest was used to see students' initial abilities and the posttest to see students' abilities after being given treatment.

Validity is a measure that shows how valid an instrument is. Researchers conducted an instrument test at the UPTD SD Negeri 124388 Pematangsiantar on August 11, 2025, in class III with a sample of 25 students (Reinita & Andriska, 2017).

When conducting the instrument test, the researcher first explained the purpose of entering the class to the students. After that, the researcher distributed a worksheet containing 30 multiple-choice questions. After the students completed the worksheet, the data from their answers was input into Excel to determine which questions were valid and which were invalid. The results revealed 25 valid questions and 5 invalid questions. The questions were then input further using SPSS version 26 to determine their reliability, difficulty level, and discriminatory power. The following are the results of the validity test of the research instrument.

Data analysis

Normality Test

A normality test was performed on the dependent variable data, namely student learning outcomes. The normality test aims to determine whether the data obtained is normally distributed. This test is performed as the first requirement in determining the hypothesis test to be conducted. The data normality test was performed using the Kolmogorov-Smirnov formula on student learning outcomes.

Table 1. Normality Test Results

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest	.101	25	.200 [*]	.981	25	.910
Pretest	.104	25	.200 [*]	.980	25	.883

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

To determine whether the data is normally distributed, we can look at the significance value. If the significance value is <0.05 , the data is not normally distributed, and conversely, if the significance value is >0.05 , the data is considered normal. The Kolmogorov-Smirnov test (sig value = $0.200 > 0.05$) indicates that the data is normally distributed.

Hypothesis Testing

The hypothesis test used in this study is the t-test. The type of t-test applied is *the paired sample t-test*, which aims to determine whether there is an influence of *quiziz-based interactive media* on Civics learning outcomes in the material I am an Indonesian child for grade III. This test is carried out by comparing the significance value and the $t_{\text{calculated}}$ value. If the significance value is less than 0.05 or $t_{\text{calculated}}$ is greater than the t_{table} , then H_0 is rejected and H_a is accepted, which means there is an influence. The hypothesis in this study was formulated to test this (Handayani & Yanti, 2017).

Table 2. Hypothesis Test Results

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Posttest-Pretest	16.48000	7.33212	1.46642	13.45345	19.50655	11.238	24	.000

Based on the table above, it shows that the results of the comparison of the pretest and posttest are 16,480 and have a sig value (2-tailed) of $0.000 < 0.05$, and $t_{\text{count}} = 11.238 > t_{\text{table}} = 2.060$, then H_0 is rejected and H_a is accepted. So it can be concluded that there is an influence of Quiziz-based interactive media on the learning outcomes of PKN class III at UPTD SD Negeri 124392 Pematangsiantar.

N-Gain Test

The results of the calculation analysis using the SPSS 26 program application show an increase in learning outcomes as follows.





Table 3. N-Gain Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	25	4.00	32.00	16.4800	7.33212
Ngain_persen	25	400.00	3200.00	1648.0000	733.21211
Valid N (listwise)	25				

Based on the data in the table above, there is an influence of quiz-based interactive media in learning "I am an Indonesian Child" at UPTD SD Negeri 124392 Pematangsiantar.

Discussion of Research Results

This study aims to determine the effect of quiz-based interactive media on the learning outcomes of third-grade students on the topic "I am an Indonesian Child" at the UPTD of State Elementary School 124392 Pematangsiantar with a total of 25 students. This study involved administering tests and documentation.

Before conducting the research, the researcher first conducted a trial of the instrument in class III of UPTD SD Negeri 124388 Pematangsiantar with 25 students. Students were given 30 questions to answer, then the researcher found that the questions were feasible and declared valid amounted to 25 questions. Furthermore, the implementation of the research was carried out on August 14-15, 2025 by providing material to be taught in the form of a lesson plan centered on the material "I am an Indonesian Child" in the subject of Civics (LIPAYANA, 2018).

The first thing the researchers did was conduct a pretest to determine the students' ability levels before conducting the actual research. After observing and analyzing the students' answers on the pretest, they found that many students still did not complete the test (Patriana, 2021).

Then, the researcher provided material and a question using the Quiziz application in the classroom to determine student progress after receiving the treatment (Akbar, 2019). After that, the researcher gave a posttest consisting of the same questions as the pretest but randomly. The purpose of this research was to determine whether there was an effect of Quiziz-based interactive media on Civics learning outcomes in grade III (Santosa, 2019).

Data analysis conducted before giving treatment resulted in a pretest score with an average of 68 and the students' posttest score after being given treatment then increased with an average value of 84. In this study, Kolmogorov-Smirnov was used to determine whether the data in this study was normally distributed or not using the SPSS data processing application version 26 (Suhaida, 2021).

Based on the findings of the N-Gain test, learning outcomes were categorized as moderate and quite effective. Using the N-Gain test method, it was found that quiz-based interactive media had a positive and statistically significant effect on student understanding in Civics learning with the material "I am an Indonesian Child" for grade III at the UPTD of SD Negeri 124392 Pematangsiantar.

CONCLUSION

Based on the results of research and discussions that have been carried out on the influence of *quiz-based interactive media* on the learning outcomes of class III students at the UPTD of State Elementary School 124392 Pematangsiantar in the 2025/2026 academic year, it can be concluded that there is an increase in student learning outcomes by using *quiz-based interactive media* which can be seen from the results of data management for the hypothesis test of learning outcomes, namely $t_{hitung} > t_{tabel}$ (

Quiz-based interactive media has been proven to improve the learning outcomes of third-grade students of UPTD SD Negeri 124392 Pematangsiantar in the Civics subject with the material "I am an Indonesian Child". It is proven from the initial conditions before the treatment until after the treatment there is an increase in student learning outcomes. Before the treatment the average score is 68 and after the treatment the average score is 84.

So it can be concluded that the learning outcomes of students before being given treatment, all students still have not reached the KKTP, namely 25 students (100%) and after being given treatment, the learning outcomes of students increased, namely 26 students (100%) had scores above the KKTP. Based on the results of the hypothesis test with a significant level = 0.05 and a t_{table} of 2.060, t_{count} of 11.238. Thus, $t_{count} > t_{table}$ $11.238 > 2.060$, it can be concluded that there is an influence of Quiz-based interactive media on the learning outcomes of PKN in class III UPTD SD Negeri 124392 Pematangsiantar

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