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EFFECT OF THE STUDENT TEAMS ACHIEVEMENT DIVISION LEARNING MODEL ASSISTED BY QUIZIZZ ON STUDENTS LEARNING MOTIVATION IN THE SUBJECT OF HISTORY OF ISLAMIC CULTURE

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Abstrak: Penelitian ini bertujuan mengetahui pengaruh model pembelajaran Student Teams Achievement Divisions berbantuan quizizz terhadap motivasi belajar Pendidikan agama Islam siswa pada mata pelajaran SKI di MTs Ismaria Alquraniyyah Bandar Lampung. Penelitian menggunakan pendekatan kuantitatif, jenis penelitian quasi eksperimental design. Kelas yang dijadikan eksperimen adalah kelas VII C dan kelas VII B sebagai kelas kontrol. Tes akhir berbentuk post-test menggunakan instrumen non tes (angket). Uji yang digunakan uji instrumen (Validitas dan Reliabilitas), uji prasyarat (Normalitas dan Homogenitas) dan uji Hipotesis (Uji Independent Sample T-Test). Berdasarkan hasil penelitian diperoleh nilai reliabilitas sebesar 0,900 > 0.6. Kemudian dalam pengujian hipotesis Independent Sample T-Test diperoleh nilai sig. sebesar 0,871 > 0,005 maka H_a ditolak. Hal ini tidak menunjukkan adanya pengaruh motivasi belajar siswa antara kelas yang menggunakan model pembelajaran Student Teams Achievement Divisions berbantuan Quizizz dengan kelas yang menggunakan pembelajaran konvensional, Implikasi dari penelitian ini adalah Penelitian ini penting untuk mencari solusi melalui penggunaan media dan model yang lebih menarik dan interaktif. Penelitian ini mengusulkan pendekatan yang berbeda dengan memadukan model pembelajaran Student Teams Achievement Divisions berbasis Quizizz. Penelitian ini berfokus pada aspek motivasi belajar Sejarah Kebudayaan Islam.

Kata Kunci: Student Teams Achievement Divisions; Motivasi Belajar; Quizizz

Abstract: This study aims to determine the effect of the Student Teams Achievement Divisions learning model assisted by Quizizz on the motivation of Islamic Religious Education students in SKI subjects at MTs Ismaria Alquraniyyah Bandar Lampung. This study uses a quantitative approach, quasi-experimental design. Class VII C was used as the experimental class and class VII B as the control class. The final test was in the form of a post-test using a non-test instrument (questionnaire). The tests used were instrument tests (validity and reliability), prerequisite tests (normality and homogeneity), and hypothesis tests (independent sample t-test). Based on the research results, a reliability value of 0.900 > 0.6 was obtained. Then, in testing the Independent Sample T-Test hypothesis, a sig. value of 0.871 > 0.005 was obtained, so Ha was rejected. This does not indicate any effect on student learning motivation between classes that use the Student Teams Achievement Divisions learning model assisted by Quizizz and classes that use conventional learning. The implication of this study is that it is important to find solutions through the use of more interesting and interactive media and models. This study proposes a different approach by combining the Quizizz-based Student Teams Achievement Divisions learning model. This study focuses on the aspect of learning motivation in Islamic Cultural History.

Keywords: Student Teams Achievement Divisions; Learning Motivation; Quizizz

INTRODUCTION

Education is a process of shaping attitudes and behaviors towards maturity through learning and training. In Indonesia, education is a basic right of the nation, but it is still constrained by facilities and teaching staff. Education also prepares the younger generation to face the future (Pitri et al., 2022; Azizah et al., 2025; Niah, 2024).

Learning is a deliberate and planned process in which teachers and students interact to improve skills and change student behavior for the better (Amri et al., 2022; Resta & Kodri, 2023). According to Maslow, learning motivation is an important factor needed by individuals to develop their full potential, thereby encouraging improvements in learning abilities, achievements, and creativity (Salsabila et al., 2024). Learning motivation is an internal or external drive that fosters students' enthusiasm to learn and strive for success (Pratiwi & Ridhani, 2023; Suryanti et al., 2022). Student learning motivation is influenced by various factors, such as aspirations, abilities, physical and emotional conditions, the surrounding environment, changes in the learning atmosphere, and the teacher's teaching methods (Muawanah & Muhid, 2021). Students with high motivation tend to understand and master lessons more quickly than students with low motivation (Arief Budiman et al., 2022 ; Kapti & Winarno, 2022; Sari & Trisnawati, 2021; Novitasari, 2023).

Indicators of learning motivation in the classroom learning process include the desire and will to succeed, the drive and need to learn, hopes and aspirations for the future, appreciation for learning, engaging learning activities, and a conducive learning environment, enabling students to learn effectively (Nasrah, 2020).

Based on the results of preliminary research conducted through direct classroom observations and in-depth interviews with the Islamic Cultural History teacher and three seventh-grade students, identified by the initials SE, F, and A, at MTs Ismaria Bandar Lampung, several problems were identified in the implementation of Islamic Religious Education learning. The observations indicated that a number of students tended to become bored easily and experienced difficulties maintaining focus during the learning process. This condition was mainly caused by learning activities that were monotonous, lacked instructional variation, and did not actively involve students in the learning process.

In addition, the use of learning media was still very limited, resulting in learning activities that were less engaging and unable to effectively stimulate students' interest in learning. The learning process was predominantly teacher-centered, with minimal opportunities for students to participate actively through discussion, collaboration, or interactive activities. Another issue identified was that enrichment and remedial programs had not been implemented optimally, causing the diverse learning needs of students with different ability levels to be insufficiently accommodated. As a consequence, many students participated in learning without strong motivation and merely followed the learning activities as a routine obligation, rather than being driven by a genuine desire to understand the material in a deeper and more meaningful way.

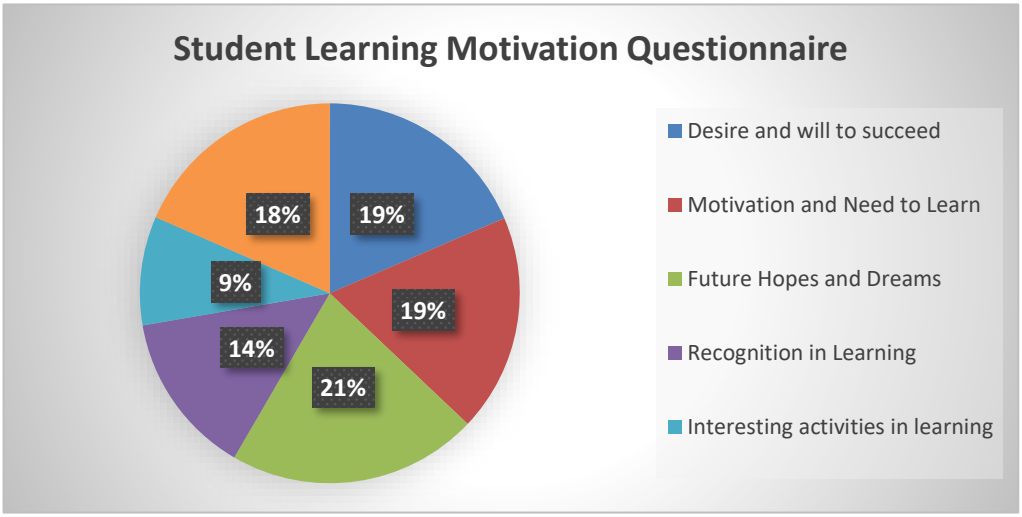

Figure 1. Recapitulation of Students' Learning Motivation in Islamic Cultural History

Based on Figure 1 on student learning motivation, it can be seen that interesting learning activities have the lowest percentage (9%). This could mean that the lack of variety in interesting activities causes their learning motivation to decline. In the teaching and learning process, teachers are expected to be able to stimulate and increase students' enthusiasm for learning. Therefore, it is important to continue to develop appropriate and interesting learning models so that students are more enthusiastic and active when learning (Yuliastuti et al., 2024; Al Firdaus et al., 2022; Dermawan et al., 2023). From the results of initial observations and interviews, it appears that a learning model is needed that can increase student motivation to learn, especially in the subject of Islamic Cultural History, such as the Student Teams Achievement Division learning model. Student Teams Achievement Division is a cooperative learning model in which students work together in diverse small groups to help each other understand the material, foster a positive attitude toward learning, improve self-quality, and develop social skills to achieve the best learning outcomes (Pasalbessy et al., 2020; Ani et al., 2020; Wardah et al., 2024; Al Firdaus et al., 2022; Nurfaizah, 2023). The steps begin with the presentation of learning objectives, division into groups, explanation of material, group work, quizzes, and end with the awarding of prizes to the groups that achieve the best results (Pratama, 2025; Yamah, 2021). The advantages of this learning model can help students to share knowledge, work together, and help each other in learning. This model makes students more active, motivated, and accustomed to solving problems together. In addition, students also learn to assess themselves and their friends, as well as gain direct experience that is beneficial for their development (Kalu et al., 2023; Hadiansyah, 2023; Endang et al., 2020; Ananda, 2022; Eriza & Selaras, 2023; Fitriani & Jailani, 2023).

Several studies have proven the effectiveness of the Student Teams Achievement Division learning model. Fatimah Azzahra found that Student Teams Achievement Divisions can significantly

improve students' mathematical reasoning in distance learning (Azzahrah, 2020). A literature review by Dyah Wardah Tsabita also shows that Student Teams Achievement Division has a positive impact on learning outcomes, particularly in science and mathematics subjects at the elementary level (Tsabita et al., 2023). Meanwhile, Suharli concluded that Student Teams Achievement Division is more effective than the Numbered Heads Together model in improving students' critical thinking skills, emphasizing the importance of collaborative learning (Suharli et al., 2024).

Although Student Teams Achievement Division has been proven to improve learning outcomes, reasoning, and critical thinking, previous studies have focused more on science and mathematics subjects at the elementary and secondary levels. Studies on learning motivation, particularly in Islamic Cultural History subjects at MTs, are still rare. In fact, learning motivation plays an important role in fostering students' enthusiasm and motivation (Ginting & Sidebang, 2023). Therefore, this study was conducted to fill this gap by focusing on seventh-grade students at MTs Ismaria Bandar Lampung.

In addition to its contributions, this study also has several limitations that need to be considered. First, this study was conducted in a limited scope, involving only seventh-grade students in one madrasah, so the results cannot be generalized to other madrasahs with different characteristics. Second, the focus of the study was more directed at increasing student learning motivation, so it did not examine in depth the impact of implementing the Student Teams Achievement Divisions model assisted by Quizizz on cognitive, affective, and psychomotor learning outcomes as a whole. Third, the duration of the learning model implementation was relatively short, so it was not able to describe the sustainability and consistency of student learning motivation in the long term. In addition, this study did not fully consider other external factors such as differences in students' initial abilities, family backgrounds, and variations in teachers' pedagogical competencies that could potentially affect learning motivation. Another limitation lies in the dependence of Quizizz on the availability of technological facilities, so that the effectiveness of this model may differ when applied to madrasahs with limited information and communication technology resources.

This study combines the Student Teams Achievement Divisions model with Quizizz media to increase student learning motivation. Quizizz was chosen because of its attractive appearance, ease of use, and ability to help students understand the material. Its animations, images, and sounds make learning more enjoyable, motivating, and encourage positive competition. (Humairoh, 2023; Loupatty & Saragih, 2021; Ccoa et al., 2023; Seraya, 2021). Learning in the field is still unable to inspire enthusiasm and participation among students because of monotonous learning models and a lack of learning media, which makes students bored, unfocused, and unmotivated. This research is important to find solutions through the use of more attractive and interactive media and

models. The results of this research are expected to help teachers design more varied and student-centered learning, as well as serve as a reference for schools in improving enrichment and remedial programs and building a more positive and motivating learning culture.

METHOD

This research was conducted in the odd semester of the 2025/2026 academic year at MTs Ismaria Bandar Lampung. This research used a quantitative approach with a quasi-experimental design because the researcher was unable to strictly control all variables but still aimed to test the effect of independent variables on dependent variables and to test the hypothesis of a cause-and-effect relationship. The design used was a nonequivalent control group design, which involved an experimental class and a control class.

The population in this study was all 90 seventh-grade students at MTs Ismaria Bandar Lampung. The research sample consisted of two classes, namely class VII B as the control class and class VII C as the experimental class. The sampling technique used simple random sampling assisted by the *Spin the Wheel* application to determine the classes to be used as research samples.

The independent variable in this study was the application of the Student Teams Achievement Divisions learning model assisted by Quizizz media, while the dependent variable was student learning motivation. Data collection was carried out using a learning motivation questionnaire compiled based on learning motivation indicators, using a Likert scale. The questionnaire instrument was tested for validity and reliability before being used in the study.

The data obtained in this study were analyzed using descriptive statistics and inferential statistics. Descriptive statistical analysis was used to describe the general condition of student learning motivation, including the average score, minimum and maximum scores, and the frequency distribution of learning motivation in the experimental and control classes. Furthermore, inferential statistics were used to test the research hypothesis. Before testing the hypothesis, the data were first tested through a prerequisite analysis test, which included a normality test to determine whether the data were normally distributed and a homogeneity test to ensure the same variance between the two groups. After fulfilling these assumptions, hypothesis testing was carried out using *the t-test* (independent sample *t-test*) to determine whether there was a significant difference in student learning motivation between the experimental class that applied the Student Teams Achievement Divisions learning model assisted by Quizizz media and the control class that used conventional learning. The results of this analysis became the basis for in drawing conclusions about the effectiveness of the treatment given.

RESULTS AND DISCUSSION

Student learning motivation was measured using a Likert scale questionnaire consisting of 14 statements. The questionnaire covered several indicators of

learning motivation, namely the desire and will to succeed, the drive and need to learn, hopes and aspirations for the future, appreciation for learning, interesting learning activities, and a conducive learning environment that enables students to learn well (Katong & Kendal, 2020). This questionnaire instrument was adopted from previous research that had been declared valid and reliable. However, to ensure the suitability of the instrument with the conditions of the students at the time of the research, the questionnaire was retested for validity and reliability.

The instrument was then distributed to 60 students consisting of two classes, namely 30 students in class VII C as the experimental class who received learning treatment using the Student Teams Achievement Divisions model assisted by Quizizz media, and 30 students in class VII B as the control class who followed conventional learning. Learning motivation was measured through a post-test administered at the last meeting, with the aim of determining the effect of applying the Student Teams Achievement Divisions learning model assisted by Quizizz on student learning motivation.

The validity and reliability tests of the instrument were conducted using the SPSS version 25 program. Based on the validity test results using the Pearson Product Moment technique on 30 respondents, it was found that 14 of the 20 statement items had a calculated r value ≥ r table (0.361), so they were declared valid. Meanwhile, the other 6 items had a calculated r value < r table or a negative value, so they were declared invalid and were not used in the reliability test or further data analysis. Next, a reliability test was conducted to determine the level of consistency of the instrument. Based on the reliability criteria, the instrument was declared reliable if the Cronbach's Alpha value met the specified standard. The reliability test results are presented in the following table:

Table 1. Results of the Learning Motivation Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	Number of Items
.900	14

Based on the reliability test results using SPSS version 25, Cronbach's Alpha was 0.900 with 14 items. Because the Alpha value is greater than 0.600, this research instrument is considered highly reliable and suitable for use in further research.

After the instrument was declared valid and reliable, the next step was to analyze the data to test the statistical prerequisites before testing the hypothesis. The prerequisite analysis was carried out through normality and homogeneity tests to ensure that the data obtained was normally distributed and had homogeneous variance. The results of the normality and homogeneity tests obtained through SPSS version 25 can be seen in the following table as the basis for data analysis decision making.

Table 2. Results of the Normality Test of Learning Motivation Data

Tests of Normality							
	Class	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning Motivation Results	Experimental Class	.095	30	.200*	.971	30	.568
	Control Class	.160	30	.048	.931	30	.052
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the results of the normality test using the Shapiro–Wilk test, which is considered appropriate for samples consisting of fewer than 50 students, the experimental class obtained a significance (Sig.) value of 0.568, while the control class obtained a Sig. value of 0.052. Both significance values are greater than the predetermined alpha level of 0.05, indicating that the distribution of learning motivation data in both the experimental and control classes follows a normal distribution. Consequently, the assumption of data normality is satisfied. This finding confirms that the data are suitable for further parametric statistical analyses, including the homogeneity of variance test and subsequent hypothesis testing using the independent sample *t*-test.

Table 3. Results of the Homogeneity of Variance Test for Learning Motivation

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig
Learning Motivation Results	Based on Mean	.330	1	58	.568
	Based on Median	.128	1	58	.722
	Based on Median and with adjusted df	.128	1	51.433	.722
	Based on trimmed mean	.272	1	58	.604

Based on the results of the homogeneity of variance test using Levene's Test with the calculation based on the mean, a significance (Sig.) value of 0.568 was obtained, which is greater than the significance level of 0.05. These results indicate that there is no significant difference in variance between the learning motivation data of the experimental class and the control class. Therefore, it can be concluded that the data have homogeneous variance and meet one of the essential assumptions required for conducting parametric statistical analysis.

After fulfilling the prerequisite analysis tests, the researcher proceeded to conduct hypothesis testing using the Independent Sample *t*-test. This statistical test was employed to determine whether there was a statistically significant difference between the posttest learning motivation scores of students in the experimental class and those in the control class. The hypothesis testing was carried out using the SPSS version 25 program

with a significance level set at 0.05, ensuring the reliability and accuracy of the statistical decision-making process.

Table 4. Hypothesis Test Results Using the Independent Samples T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error of the Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Motivation Results	Equal variances assumed	.330	.568	.163	58	.871	.300	1,842	-3,387	3,987
	Equal variances not assumed			.163	56.787	.871	.300	1.842	-3,389	3,989

Based on the results of the Independent Samples T-Test in Table 4, a Sig. (2-tailed) value of 0.871 was obtained, which is greater than 0.05. Thus, H_0 is accepted and H_1 is rejected, meaning that there is no effect of student learning motivation between classes that use the Student Teams Achievement Divisions learning model assisted by Quizizz and classes that use conventional learning.

Research by Ni Luh Tuti Ariningsih (Ariningsih et al., 2023) involving 11th grade science students at SMA Negeri 7 Mataram showed that the Student Teams Achievement Divisions learning model had an effect on student motivation. Meanwhile, research conducted by Tresia Situmorang (Situmorang et al., 2022) involving sixth-grade students shows that there is an effect of the Student Teams Achievement Divisions cooperative learning model assisted by solar system monopoly media on student learning motivation in class VI at SDN 35 Pekanbaru. On the other hand, research conducted by Hasniyanti (Tahir, 2024) involving fifth-grade students showed that there was an increase in student learning motivation by applying the Student Teams Achievement Divisions cooperative learning model in Indonesian language lessons.

The difference in results between this study and previous studies is quite important to note. In several previous studies, the Student Teams Achievement Divisions model proved to be more effective in increasing learning motivation than conventional learning. However, my research results show that the application of the Student Teams Achievement Divisions model does not have a significant effect on student learning motivation. This condition may have occurred because students' limited access to technological devices at school resulted in Quizizz not running optimally and only being used offline through printed sheets at . In addition, the implementation of learning was not optimal and the time for applying the model was limited, so that students were not yet fully accustomed to the new teaching method (Jus, 2024). These

findings indicate that not all learning models can be applied with the same results in every situation, so adjustments are needed in accordance with the characteristics of students, teachers, and the learning environment (Hidayati et al., 2024).

This study shows that the implementation of the Student Teams Achievement Divisions model assisted by Quizizz requires adequate support, such as facility readiness, student understanding, and optimal learning implementation. For further research, it is recommended to ensure that the technology is available, students understand the model used, and the implementation period is longer. Researchers should also consider student motivation, classroom conditions, and teaching styles to achieve more effective results. Thus, future research is expected to show clearer differences between conventional learning and the Student Teams Achievement Divisions model assisted by Quizizz.

CONCLUSION

Based on the results and discussion of the Student Teams Achievement Divisions learning model assisted by Quizizz on student learning motivation in Islamic Cultural History at MTs Ismaria Alquraniyyah Bandar Lampung, there was no difference in student learning motivation between classes that used the Student Teams Achievement Divisions learning model assisted by Quizizz and classes that used conventional learning, as shown by the Independent Sample T-Test where Ho was accepted and Ha was rejected. This finding shows that not all learning models can be applied with the same results in every situation, so adjustments are needed according to the characteristics of students, teachers, and the learning environment. For further research, it is recommended to ensure that the technology is available, students understand the model used, and the duration of implementation is longer. Researchers should also consider student motivation, classroom conditions, and teaching styles to achieve more effective results. Thus, future research is expected to show clearer differences between conventional learning and the Student Teams Achievement Divisions model assisted by Quizizz.

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