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Enhancing Learning Motivation of Grade XI.9 Students Through Zep Quiz Media in Civics Education at SMA Negeri 3 Palembang

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Article Info	Abstract
	The low learning motivation of students during the Pancasila Education learning process motivated this research. The study was caused by students feeling bored due to the use of monotonous and unvaried learning media. The aim of this study was to increase students' learning motivation in the Pancasila Education subject through the use of Zep Quiz media. This research was conducted in the form of Classroom Action Research (CAR), which consisted of two cycles. Each cycle consisted of one meeting that included four stages: planning, implementation, observation, and reflection. The research involved 37 students as the research subjects, specifically from class XI.9 of SMA Negeri 3 Palembang. The study employed two data collection techniques: observation and documentation. The results showed an increase in students' learning motivation from 43% in the pre-cycle, then increasing to 68% in cycle I, and rising again to 88% in cycle II, reaching the "Very Good" category. Thus, the use of *Zep Quiz* media proved to be effective in enhancing students' motivation in learning Pancasila Education.

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INTRODUCTION

School is one of the educational institutions trusted by the government, serving as a place where students with diverse personalities come together. It also plays a vital role in shaping the character of its students. Some students demonstrate high interest during the learning process, while others show less enthusiasm and engagement in classroom activities.

As an institution that holds a key role in the success of educational implementation, schools must carry out their responsibilities in accordance with the regulations set by the government. This is stated in Law No. 2 of 1989 on the National Education System, Article 38 paragraph (1), which reads: "The implementation of educational activities in educational units must be based on a nationally applicable curriculum as well as a curriculum adapted to the needs and characteristics of students and the unique traits of each educational institution". The progress of a nation is closely tied to the role of education. Education is strongly linked to curriculum development, as the curriculum is designed to achieve national education goals by considering the developmental stages of learners, their environment, national development needs, and advances in science, technology, and the arts, according to the level and type of educational institution (Chotimah et al., 2023). Education is a government effort to develop the nation's next generation. To achieve this, learning processes are essential, acting as a form of communication between teachers and students. This communication involves a flow of messages from sender to receiver through specific media or channels (Edi Kusnadi, 2024).

In today's digital era, students are highly familiar with technology, which has become an integral part of their daily lives. Unfortunately, technology's potential has not been fully utilised in education. Many teachers still rely on conventional teaching methods that are less relevant to students' current world. Integrating technology-based educational games into learning can be a powerful strategy to increase students' motivation. However, many teachers still face limitations when utilising technology-based media due to a lack of training and support in implementing Technological Pedagogical Content Knowledge (TPACK) (Perdani & Andayani, 2021). In 21st-century learning, teachers are expected to be facilitators who encourage students to think critically, creatively, the bare minimum, collaboratively, and communicatively. They are also expected to master various technologies to make learning more engaging and innovative.

Media in the teaching and learning process aims to assist both educators and students in interacting and collaborating effectively. According to Bafadal, Alimah, and Sibawaeh (2019), learning media includes everything that can convey messages to achieve educational goals, making it easier to improve learning outcomes and communication (as cited in Khasanah, Anggraeni, & Chotimah, 2023). In the digital age, using technology as a learning medium significantly contributes to increasing student motivation. According to Darmasanti, "Teachers are now expected to be proficient in using technology-based media to support the learning process. To achieve a successful education system, teachers are expected to enhance the quality of learning by applying various methods, strategies, and innovations that prioritise technology" (Kusnadi et al., 2024). Slavin (2019) adds that the learning environment, teaching strategies, and media used by teachers all influence students' motivation. Interactive media, for example, can make students more interested and engaged in the learning process. Therefore,

teachers must choose relevant media and teaching strategies to optimally enhance students' motivation.

Uno (2022) defines learning motivation as including the desire and ambition to succeed, learning drives, goals and aspirations, rewards in learning, interest in learning, and a conducive learning environment. Motivation is essential for students, as without it, they are likely to lose enthusiasm and become less engaged in classroom activities (Anggarwati, Anggraini, & Chotimah, 2021). One possible solution to enhance learning motivation is through the use of technology-based educational games. Technology-based educational games are learning media that combine interactive gameplay with digital technology. These media are designed to create fun, engaging, and interactive learning experiences. One of the promising tools in this category is Zep Quiz.

Observations in class XI.9 at SMA Negeri 3 Palembang reveal that students tend to have low learning motivation. This is evident from their short attention span, which lasts only about 15 minutes at the beginning of the lesson. This condition is likely influenced by boredom caused by repetitive and unvaried teaching methods. Students show little response to the learning activities conducted by the teacher. Media like PowerPoint, which is frequently used to deliver material, has lost its appeal. As a result, students need a more innovative approach that can stimulate their interest and provide a more enjoyable learning experience.

To address this issue, new and more engaging innovations in learning are required—particularly those that actively involve students. One such innovation is the use of interactive, technology-based media. According to Ruzka Indonesia (2025), Zep Quiz is an interactive learning platform based on the metaverse, designed to enhance student engagement and motivation in the learning process. Several previous studies have shown the effectiveness of game-based media in improving student motivation. Zahrania et al. (2025), for example, in their research on Islamic Education, found that the use of Zep Quiz created an enjoyable and interactive learning environment that encouraged active student participation.

However, research on Civics Education, especially at the high school level, is still limited. Therefore, it is important to further explore the potential of the Zep Quiz for enhancing student motivation in civics learning. Based on these considerations, this study aims to determine whether the use of Zep Quiz can also improve students' motivation in Civics Education. It is hoped that by using enjoyable and digitally relevant learning media, students will become more enthusiastic, active, and interested in participating in the learning process.

METHOD

This study employs a Classroom Action Research (CAR) method. CAR aims to improve the quality of educational practices through direct actions in the classroom. Through this approach, teachers can enhance their teaching methods and the learning process by conducting continuous reflection and evaluation (Akbar et al., 2023).

The research was conducted in class XI.9 of SMA Negeri 3 Palembang, involving a total of 37 students. The study was carried out over four weeks, from April 14 to May 5, 2025. The research took place at Jalan Jendral Sudirman KM 3.5, Palembang City, South Sumatra Province. This study was implemented as a continuous and iterative experiment, conducted over two cycles. Each cycle consisted of four stages: (1) planning, (2) action implementation, (3) observation, and (4) evaluation-reflection.

Data collection techniques included direct classroom observation by three observers. The collected data were analysed using descriptive percentage analysis. According to Sugiyono (2017), descriptive analysis aims to present data obtained from the field without drawing general conclusions. Meanwhile, the percentage technique was used to determine the percentage scores of respondents' answers, with the results presented in tabular form and described narratively.

The instrument used in this study was an observation sheet designed to measure students' learning motivation during the learning process. The motivation was assessed based on Uno's (2022) theory of learning motivation, which categorises motivation into six main indicators. These indicators were translated into observable behaviours in the classroom. Observers assigned scores using a 4-point Likert scale, where 4 = Always (behaviour is always shown), 3 = Often (frequently shown), 2 = Rarely (infrequently shown), and 1 = Never (not shown at all). These scores were used to determine students' level of learning motivation during the lessons. Below is the table of learning motivation indicators by Uno (2022):

Table 1. Learning Motivation Indicators and Observed Aspects

No	Indicator	Observed Aspects (Behavioral Descriptors)
1.	Desire and Willingness to Succeed	1. The student demonstrates enthusiasm to achieve the best results in learning.
		2. The student displays expressions of joy or pride when successfully answering questions or understanding the material.
2.	Learning Motivation / Learning Drive	3. The student strives to outperform peers in completing tasks or quizzes.
		4. The student shows a strong desire to understand the learning material before exams or assignments begin.
3.	Hopes and Aspirations	5. The student uses their available time to review materials or study more deeply before exams or quizzes.
		6. Students demonstrate a desire to understand the material before the Zep Quiz begins.
4.	Appreciation in Learning	7. The student expresses pride when receiving praise or recognition from the teacher for their achievements or efforts in learning.
5.	Interest in Learning	8. The student appears enthusiastic and actively engaged in the learning process, showing interest in the

			material being taught.
6.	Conducive Learning Environment	9.	The student demonstrates supportive and respectful behavior toward peers in the learning environment.

Source: Primary data processed by the researcher, 2025

The observation results were then processed using a Likert scale assessment, where a checklist mark was placed in each table box provided in the observation sheet to evaluate or measure the observed object (Sugiyono, 2017). This study is considered successful if 80% of the students demonstrate learning motivation in the classroom.

RESULTS AND DISCUSSION

Results

1) Pre-Classroom Action Research

On Friday, February 14, 2025, an initial observation was conducted for the classroom action research at SMA Negeri 3 Palembang. The observation aimed to analyse the current learning conditions. The learning process was carried out as usual, using PowerPoint media, videos, and group discussions. Based on the observations, it was found that the students showed low learning motivation, with only 16 students (43%) demonstrating fairly good motivation. Meanwhile, 21 students (56.76%) still exhibited low motivation.

The following bar chart illustrates the comparison of the number of students based on their learning motivation levels before the implementation of the action. This diagram shows that the majority of students still have low motivation during the learning process, indicating the need for efforts to increase motivation through the use of Zep Quiz media in subsequent lessons.

Diagram 1. Comparison of Students' Learning Motivation
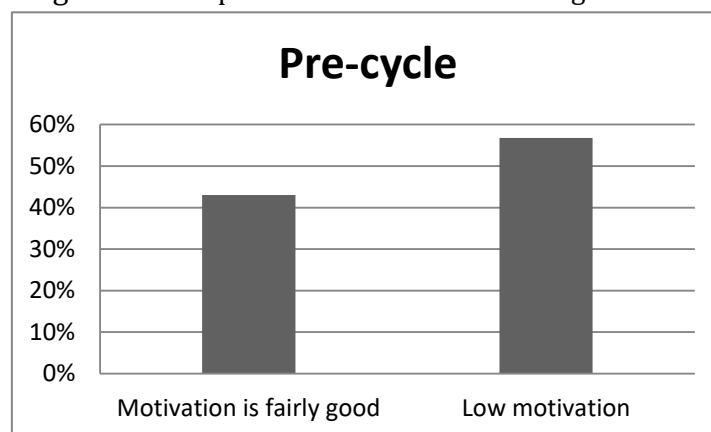
Source: Primary data processed by the researcher, 2025

2) CYCLE I

In the first cycle of the learning activities, the researcher used the Zep Quiz learning media. The observations conducted by the three observers showed encouraging results and indicated an increase in students' learning motivation.

Previously passive students began to actively participate by attempting to answer questions through the Zep Quiz media. The average results of students' learning motivation can be seen in the following table.

Table 2. Average Observation Results of Cycle 1

Observer	Results of Observer (%)
1	65
2	69
3	71
Average Total	68

Source: Primary data processed by the researcher, 2025

The average observation results in Cycle I above indicate that the learning motivation of the students in class XI.9 at SMA Negeri 3 Palembang improved after implementing the Zep Quiz media compared to the pre-cycle learning activities. Based on the observations, 26 students (68%) appeared more enthusiastic and actively engaged in the learning process. However, not all students were motivated yet; 11 students still require further guidance to fully enjoy the learning process. This increase in learning motivation can be visually seen in the comparison diagram between the pre-cycle condition and Cycle I as follows.

Diagram 2. Comparison between Pre-Cycle and Cycle I
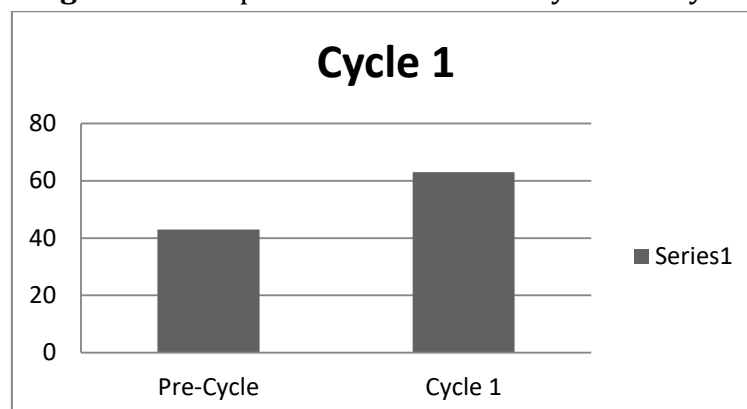
Source: Primary data processed by the researcher, 2025

3) CYCLE II

The activities in Cycle II still used the same media, namely Zep Quiz. The questions in this cycle were made more varied by including true and false questions. The results are as follows.

Table 3. Average Results of Observers in Cycle 2

Observer	Results of Observer (%)
1	89
2	88
3	86
Average Total	88

Source: Primary data processed by the researcher, 2025

Based on the results above, a very satisfactory outcome was achieved. The average learning motivation of students in class XI.9 at SMA Negeri 3 Palembang increased sharply to 88%, with almost all students, precisely 36 out of 37, showing higher enthusiasm for learning. The classroom learning atmosphere became more lively. This increase in learning motivation can be visually seen in the comparison diagram between the pre-cycle, cycle 1, and cycle 2 conditions as follows.

Diagram 3. Comparison of Pre-Cycle, Cycle I, and Cycle II
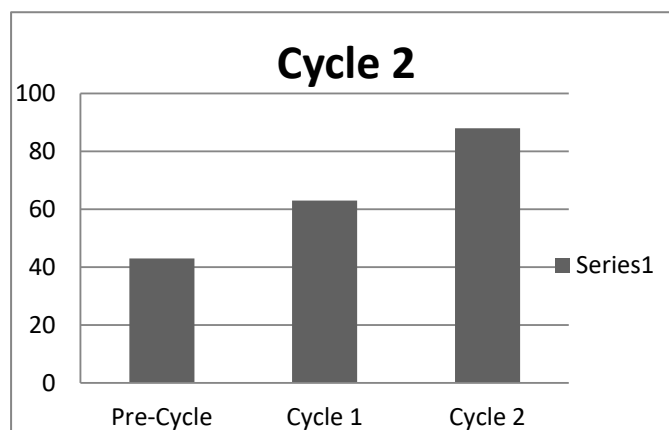
Source: Primary data processed by the researcher, 2025

Thus, the Zep Quiz media is very effective in increasing students' learning motivation. This also indicates that in the second cycle, the target indicator has been exceeded, as the learning motivation reached ≥ 75%, meaning the learning media used has been successful.

Discussion

The results of the classroom action research conducted in class XI.9 at SMA Negeri 3 Palembang demonstrate that the use of the Zep Quiz learning media can significantly increase students' learning motivation. This improvement in motivation is not only reflected in the quantitative observation results but also in the active involvement of students during the learning process. This aligns with the six indicators of learning motivation proposed by Hamzah B. Uno (2022).

The study was conducted in several cycles and showed an increase in learning motivation with each cycle. The Zep Quiz learning media, combined with the Problem Based Learning (PBL) model, gradually enhanced students' motivation to learn. Zep Quiz has interactive, competitive, and gamification-based characteristics that make it highly effective in boosting students' engagement and motivation. The primary purpose of gamification is to create a more enjoyable, educational, or motivating experience by utilizing game elements. These gamification elements may include challenges, rewards, leaderboards, characters, levels, and so forth. This approach can provide extra

incentives to achieve goals, strengthen engagement, and foster a more positive experience in various contexts (Brillian, Budyartati, & Yanto, 2024, p. 611).

In the pre-cycle phase, students' learning motivation was at 43%. Then, in Cycle I, the motivation percentage increased to 68%, and in Cycle II, it reached 88%. This increase occurred because students became more familiar with using the Zep Quiz media and grew more enthusiastic about learning Pancasila, preparing themselves better before the learning sessions began. To clarify, the following table presents the average increase in students' learning motivation:

Table 4. Average Increase in Learning Motivation

No	Cycle	Observation Results (%)	Improvement (%)	Category
1	Pre-cycle	43		Very Poor
2	Cycle 1	68	25	Fairly Good
3	Cycle 2	88	20	Very Good

Source: Primary data processed by the researcher, 2025

From the data, it can be concluded that the Zep Quiz media significantly helps to increase the learning motivation of students in class XI.9 at SMA Negeri 3 Palembang. The following is an explanation of students' learning motivation based on the six indicators proposed by Uno (2022):

a. Desire and Willingness to Succeed

This desire becomes apparent when students show enthusiasm in answering Zep Quiz questions quickly and correctly. The immediate scoring that appears after answering creates a healthy competitive atmosphere and fosters an internal drive to achieve.

b. Drive and Need to Learn

This drive increases alongside the presentation of material in the form of interactive and challenging quiz questions. It stimulates students' curiosity and their need to understand the material thoroughly in order to answer the questions accurately.

c. Hopes and Future Aspirations

Students feel more confident and motivated to learn because this enjoyable learning method helps them prepare for semester exams and achieve good grades.

d. Recognition in Learning

When receiving high scores, students show pride and happiness. Praise from teachers and peers further motivates them to strive harder in subsequent quizzes.

e. Interest or Enjoyment in Learning

Students' interest is very evident in the second cycle, where almost all students actively and enthusiastically participate in answering questions. The interactive and game-based Zep Quiz media successfully transforms Pancasila material, which was previously considered less engaging, into something more attractive and enjoyable.

f. Conducive Learning Environment

During learning sessions using Zep Quiz, the classroom atmosphere becomes lively and supportive. Students encourage and collaborate with each other, while the teacher provides guidance that makes the learning process effective and enjoyable.

Reflecting these six indicators of learning motivation, it can be concluded that the Zep Quiz media, especially when combined with the Problem Based Learning approach, is effective in enhancing students' drive to learn. The increase in motivation from 43% in the pre-cycle to 88% in cycle II demonstrates that the right learning strategy can create a positive transformation in the teaching and learning process.

Additionally, several students stated that they felt more motivated and challenged to understand the material due to the drive to achieve high scores. One student expressed that the learning process became more enjoyable compared to before, which was mostly lecture-based. The student also added that they now feel encouraged to study in advance before the lesson begins to achieve the best results in the quiz. This statement reflects a change in students' learning attitudes from previously passive to more active and achievement-orientated.

However, teachers also faced several challenges when implementing Zep Quiz. Challenges included limited devices and unstable internet connections for some students, as well as longer preparation times to create questions and manage online quiz sessions. Furthermore, not all students felt comfortable immediately; some, especially those unfamiliar with digital platforms or less confident in answering quickly, felt awkward and needed time to adapt.

The findings of this study are supported by research conducted by Zahrania et al. (2025), which states, "The use of Zep Quiz in the learning process not only increases students' active engagement but also strengthens conceptual understanding and fosters learning motivation among students." Additionally, Zahrania noted that "teachers can easily monitor students' results and learning progress in real time." These statements indicate that the implementation of Zep Quiz in learning activities has tremendous potential to significantly improve students' overall learning outcomes.

CONCLUSION

Based on the classroom action research conducted, it can be concluded that the use of Zep Quiz media in the Pancasila education learning process can increase students' learning motivation from 43% in the pre-cycle to 68% in cycle I and further increase to 88% in cycle II. This indicates that the Zep Quiz media effectively enhances students' learning motivation. The results show that the intriguing and interactive features of Zep Quiz encourage students to be more enthusiastic about learning, more actively participate in lessons, and create a more enjoyable classroom atmosphere. Therefore, Zep Quiz has proven to be an effective tool in helping to improve students' motivation in Pancasila education.

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