Article

Level of Students' Motivation in Using Quizizz Based on Pintrich's Theory

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A B S T R A C T

This research aims to analyze the level of students' motivation in the motivation subcomponents of Students in the academic year 2021. In this descriptive study, the researchers used a questionnaire to collect data. The sample of this research is called total sampling, which had 96 students of English education and English non-education study programs at Universitas Negeri Padang (N=96). The findings of the data analysis showed that most of the levels of students' motivation are high in each of the subcomponents based on Pintrich's theory. The subcomponents of motivation that scored the highest were Intrinsic Goal Orientation (4.3), Extrinsic Goal Orientation (4.2), Control of Learning Beliefs (4.1), Task Value and Self-Efficacy for Learning and Performance (both 3.9), and Test Anxiety (3.8). Therefore, the English students in the Universitas Negeri Padang have high-level motivations based on Pintrich's theory. For the next study, it can be found the attitude of students in using Quizizz.
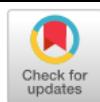
INTRODUCTION

The COVID-19 pandemic drastically altered the landscape of education worldwide. As schools and universities closed their physical classrooms, educators and learners were compelled to adapt rapidly to online learning environments. This sudden shift accelerated the adoption of digital learning tools such as video conferencing platforms (e.g., Zoom, Google Meet), interactive learning applications (e.g., Kahoot! Quizizz), and learning management systems (e.g., Google Classroom, Moodle). According to Hodges et al. (2020), this global emergency transition marked a shift not only in teaching delivery but also in pedagogical approaches, emphasizing learner autonomy, technological fluency, and teacher adaptability. As a result, digital tools are no longer seen as supplementary resources but as essential components of modern education.

The integration of technology into the classroom is rooted in constructivist learning theories, which emphasize learner-centered approaches and meaningful interaction with content (Vygotsky, 1978; Piaget, 1970). Digital tools, when used effectively, can enhance cognitive engagement, provide immediate feedback, and support differentiated instruction (Mishra & Koehler, 2006). The Technological Pedagogical Content Knowledge (TPACK) framework developed by Mishra and Koehler (2006) suggests that effective teaching with technology requires an understanding of the interplay between content knowledge, pedagogical strategies, and technological tools. Post-pandemic classrooms continue to rely on these tools not only for continuity of instruction but also for creating interactive, engaging, and personalized learning experiences. Thus, exploring how digital tools impact specific areas such as classroom interaction, student motivation, and language learning becomes increasingly relevant.

As institutions increasingly adopt digital methodologies, educators must cultivate and enhance their Pedagogical Digital Competence—a comprehensive skill set that amalgamates values, knowledge, and practical abilities for effective instruction in technologically advanced settings (From, 2017; Pratiwi & Waluyo, 2023). This shift necessitates a critical assessment of the digital instruments that mediate these behaviors, in addition to the implementation of new teaching methodologies. One tool that has gained significant prominence in the EFL classroom is Quizizz, a gamified learning platform that integrates technology with language instruction. Quizizz has been identified as an effective mechanism for transforming language education by shifting traditional teacher-centered approaches toward more interactive, student-driven learning environments (Rojas et al., 2024). Research has demonstrated that platforms like Quizizz can enhance learner engagement, create a fun and competitive environment, and thereby stimulate higher levels of participation and motivation in EFL settings (España-Delgado, 2023; Yunus & Tan, 2021). Its interactive features—such as real-time feedback, leaderboards, and multimedia integration—have contributed to positive learning outcomes and improved language acquisition among students.

Despite the favorable reception that Quizizz has generally received, scholarly investigations underscore the necessity of a balanced evaluation that considers both its strengths and limitations. The application's ability to boost student motivation and facilitate formative assessment has been widely recognized (Dhamayanti, 2021). However, some studies suggest that repetitive use of game-based platforms could potentially lead to learner monotony or dependency on gamified stimuli, thereby necessitating a critical examination of its integration strategies within diverse learning contexts (Daulay et al., 2023). Moreover, teachers are required to continuously adapt and update their digital competencies, which may pose challenges in environments with limited technological support or resistance to pedagogical change (From, 2017; Pratiwi & Waluyo, 2023). In summary, the integration of digital tools such as Quizizz in EFL instruction embodies both opportunities and challenges. Based on the advantages and disadvantages of Quizizz, this study proposes to examine students' motivation levels in using Quizizz in the EFL classroom, especially at the university level.

Motivation is defined as a process that focuses on a goal through the way it initiates, guides, and maintains goal-oriented behaviors (Gagné & Deci, 2005; Froiland, 2015; Gillison et al., 2018). According to Deci and Ryan (2017), there is a theory that empirically develops motivation in human social contexts and differentiates it into autonomous and controlled types. Moreover, their study examines the effects on both extrinsic and intrinsic motivation. Therefore, motivation is the way to achieve objectives through either extrinsic or intrinsic means. In contrast, what are extrinsic and intrinsic motivation?

Generally, motivation is distinguished intrinsically and extrinsically (Cook & Artino, 2016). Cook & Artino (2016) add that intrinsic motivation is not from an innate human but, it is encouraged of condition that is profitable or not. Meanwhile, extrinsic motivation comes from behavior driven that is rewards such as money, fame, grades, and praise (Razali et al., 2020). Thus, intrinsic motivation and extrinsic motivation have their characteristic.

Based on Pintrich's theory (1991), Motivated Strategies for Learning Questionnaire (MSLQ) has 3 components, such as a value component, an expectancy component, and an affective component. In a value component, there are intrinsic goal orientations, extrinsic goal orientations, and task value. The intrinsic goals orientation aims to see the student's perception of the reason they are involved in learning tasks. The extrinsic orientation refers to students perceives to participate in a task for reasons: grades, rewards, performance, evaluation by others, and competition. And the last is task value. Task value refers to students' evaluation of how interesting, important, and useful the task is. In an expectancy component, there are control of learning beliefs and self-efficacy for learning and performance. The control of learning beliefs refers to students' effort to learn in positive outcomes. The self-efficacy for learning and performance refers to students' ability to master a task. In an affective component, there is a test anxiety. The test anxiety is a test that has negatively relation to expextancies and academic performance.
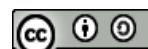
This study proposes to investigate the students' motivation levels in using Quizizz in EFL classrooms, particularly at the university level. By focusing on motivation—both intrinsic and extrinsic—and other components as defined by established Pintrich's theory, this research aims to provide a nuanced understanding of how gamified digital tools like Quizizz influence learner engagement and motivation in higher education EFL settings. This addresses the gap by critically examining both the benefits and potential challenges of Quizizz integration, alongside the evolving digital competencies required by educators. The participants are the students in the English department of Universitas Negeri Padang in academic year 2021.

METHOD

This study employed a descriptive research design. As defined by Atmowardoyo (2018), descriptive research aims to accurately portray characteristics of a particular phenomenon. The phenomenon explored in this study is the level of motivation among college students, particularly focusing on those enrolled in the English Department at Universitas Negeri Padang during the 2021 academic year. These students had previously used Quizizz as a tool for assessment, specifically in the Intermediate Grammar course. The total population consisted of 120 students. The research utilized purposive sampling, a non-random technique where participants are selected based on specific characteristics determined by the researcher. According to Berndt (2020), purposive sampling involves selecting individuals based on the researcher's judgment about who will provide the most useful information. In this study, data collection was conducted through questionnaires.

To measure student motivation, the study used the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich et al. (1991). The MSLQ is designed to evaluate college students' levels of motivation and use of learning strategies, grounded in a general theoretical framework of motivation and self-regulated learning. The instrument consists of two main sections: one for learning strategies and another for motivation. For the purposes of this research, only the motivation section was utilized. This section contains 31 items that assess students' goals and beliefs related to their academic performance, their perceived self-efficacy, and their test anxiety (Pintrich et al., 1991). Otherwise, this study adapted the MSLQ questionnaire which consisted of 40 questions and this questionnaire have already validated by the professional lecturer at Universitas Negeri Padang. The results of questionnaire categorized into motivation levels based on the mean score interval provided by Wimolmas (2013), which serves as a guideline for interpreting the degree of student motivation.

Table 1. The Interval of Motivation

Mean Range	Interpretation
3.68 - 5.00	High degree of motivation
2.34 - 3.67	Moderate degree of motivation
1.00 - 2.33	Low degree of motivation

FINDINGS AND DISCUSSION

Findings

This section found about the level of students' motivation by using the MSLQ questionnaire as the tool for measuring. The data from the questionnaire has been collected by using Google Forms. 96 students contributed to this research.

Table 2. The Respondents of Questionnaire

Class	Students
K 2 – 2021	14
NK 1 – 2021	22
NK 2 – 2021	22
NK 3 – 2021	38

Based on the questionnaire that has already been collected, the 96 students have filled in the 40 questions. The level of students' motivation in using Quizizz for assessments can be seen in Figure 1.
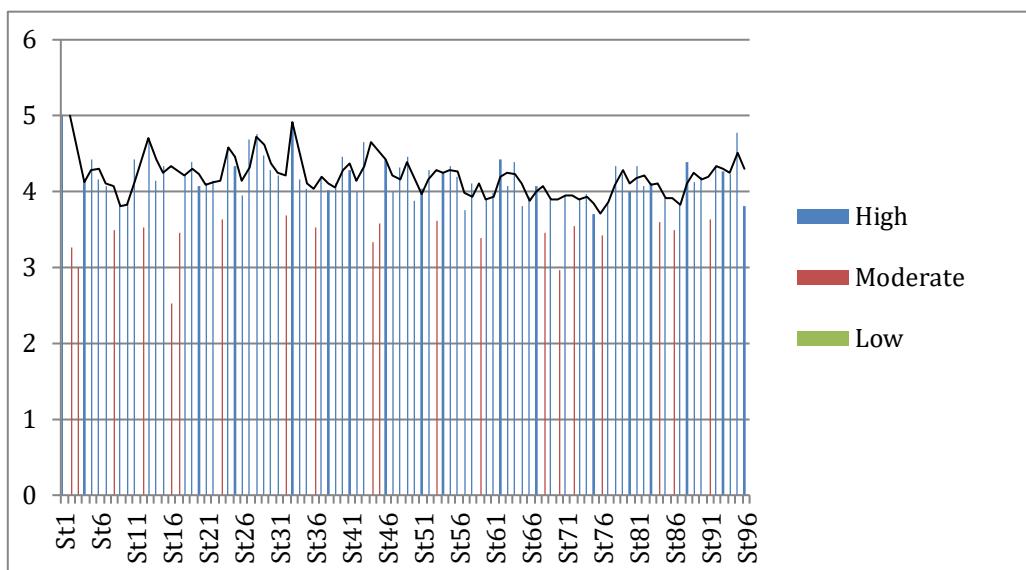

Figure 1. The Students' Level Motivation

Based on the graphic, there is no green line, which means a low level of mean score. Most of the level of students' motivation is high, and there are a few at moderate. The mean score of students is high because of the scores in the range 3.01-4.00 and 4.01-5.00. Based on the data, the average of all of the students is 4.03, and the criteria is high. It means that the motivation of students in using Quizizz for assessment is good.

All of the students' scores have already been analyzed and separated based on the subcomponents of motivation. Then, the table. 3 described the students' level of motivation.

Table. 3 The Subcomponents Criteria

Subcomponents	Mean	SD	Criteria
Intrinsic Goal Orientation	4.3	0.78	High
Extrinsic Goal Orientation	4.2	0.84	High
Task Value	3.9	0.88	High
Control of Learning Beliefs	4.1	0.83	High
Self-Efficacy for Learning and Performance	3.9	0.80	High
Test Anxiety	3.8	1.04	High

According to Wimolmas(2013), if the mean is bigger than 3.67, then the criterion is high. The above table shows that all of the subcomponents have a high level of students' motivation. It is seen by the mean and standard deviation.

Based on the findings, it can be concluded that the level of students' motivation is high, with an average is 4.03. Then, the level of motivation based on the 6 subcomponents is also high. Therefore, the students' motivation in using Quizizz is high.

Discussions

Based on the findings above, the researcher presented the discussion direct to answer the research questions. The discussion was directed to answer the research question by recalling the idea in the theory to the students' motivation in using Quizizz application of the academic year 2021 students at Universitas Negeri Padang.

Based on the finding, the level of students' motivation is high with a mean score is 4.03. It also shows that the level of motivation based on the 6 subcomponents is high. It means the application of Quizizz which is a game-based assessment can increase students' motivation.

The result of this research is in line to the result of Bury (2017). He said that the use of online tools like Kahoot! and Quizizz can add the students' motivation and students' interest to the material being taught. His students have a positive opinion about Quizizz.

Dwinta (2020) said that Quizizz can fascinate students' motivations, it is impact on the increasing of students' abilities and motivation. The research of Ika Dhamayanti (2021) is also

support it. She stated that the EFL students' motivation is increased while using Quizizz. It can be concluded that the students have a high-level motivation in using Quizizz because of their increasing motivation.

According to Yulianto et al. (2020), he stated that the students that contributes in using Quizizz has an improve to the outcomes in learning. The result of his research is the students have a strong category in learning motivation. In short, the level of motivation of students is high.

However, it is different for the research of Razali et al. (2020). Razali et al. (2020) stated that the students intrinsic motivation average is 3.38. Meanwhile the extrinsic average is 3.53. The result showed that the level motivation of students is moderate because of the range of mean score between 2.34 until 3.67.

Based on all of the researches above, the level of motivation in Quizizz is high. Although, there is research that the level of motivation in Quizizz is moderate. Thus, the Quizizz can add and increase the motivation.

CONCLUSIONS

The students' level of motivation in using Quizizz for assessment was measured across six subcomponents. All subcomponents showed high mean scores. Therefore, the overall level of student motivation was categorized as high.

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