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Utilization Of The QUIZZZ Application in Science Learning To Enhance Grade IV Students' Interest in Learning

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ABSTRACT

This study aims to determine the use of the quizizz application in science learning to improve the learning interest of grade IV studens at SDN 63 Ponjalae Baru, Palopo City. The type of research is classroom action research (CAR), which uses quantitative data for analysis. Data collection techniques include observation sheets, tests, and questionnaires. The subject of this study was the grade IV students of SDN 63 Ponjalae Baru. The results show an increase in students' learning interest after using the Quizizz application. In cycle I, students' learning interest reached 55% completeness with an average score of 69, categorized as sufficient. In cycle II, learning interest improved to 93% completeness with an average score of 79, categorized as very high. Based on these results, it can be concluded that the Quizizz application effectively improves students' learning interest in science learning. The success indicator has thus been achieved.

INTRODUCTION

Education is the key to building a future, with education can produce a generation that is intelligent, superior and has good competence. Education can also be used as a forum that is able to develop the abilities possessed by every human being. In human life, education is an absolute human need that must be met, without education it is impossible for humans to live and develop, progress and prosper according to the aspirations that are in accordance with their outlook on life (Ega Nurlina, 2024).

The general definition of education is a conscious and planned effort to create a learning atmosphere and learning process for students to actively develop their potential to have the strength of religious spirit, self-control, personality, emotional intelligence, character, and skills needed by themselves and society. Education can also be interpreted as a conscious and systematic effort to achieve a standard of living or for better progress. Through education, character can be realized through various types of activities, for example instilling values, developing character, religious values, learning and training moral values, and so on (Bowen et al., 2019). Therefore, educators need to design learning methods that not only convey subject matter but are also in line with the interests and learning needs of 21st-century students.

Along with the development of the era, education will be more advanced and can grow new and more advanced innovations than before. The development of information technology can increase students' interest in learning and various other activities can also improve educational performance to adapt to the development of the era so as not to be left behind. In modern times, technology is being utilized at an increasingly rapid pace. This is evidenced by the increasing number of internet users from the upper to the lower classes (Adnyana., 2023). The use of the internet is expected to make it easier for humans to complete tasks. The development of information technology can improve performance and allow various activities to be carried out quickly, precisely, and accurately, including in the field of education. The influence of technological developments has a good and positive impact as well as negative in terms of human life. Better utilization of learning technology begins with the application of technology that must also develop in the digital era and master technology in order to prepare students for challenges in the global workplace (Agustina., 2022).

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At the elementary school level, as seen in SDN Ponjalae Baru, Palopo City, this phenomenon is evident in the habits of students who use gadgets from an early age with high intensity. They live in a fast-paced and visual digital environment, thus requiring adjustments in the learning approach used in the classroom. The dominant use of gadgets in everyday life makes students more interested in content that is visual, interactive, and instant. Therefore, conventional learning methods that are one-way and monotonous tend to be less effective in attracting students' attention. To answer this challenge, educators need to integrate learning media that are in accordance with the characteristics of the digital generation, such as interactive applications or educational game-based platforms, so that the teaching and learning process becomes more interesting, meaningful, and appropriate and increases interest in the needs of today's students.

The current era of learning media is not only in the form of traditional methods like before, of course it requires educational personnel to follow the development of the times, namely related to technology, where in education an educator must not only excel in conveying information but is also required to excel in using technology media as learning for educators and students. Learning media is expected to be able to attract the attention of students to make learning conducive so that it can generate student activity during the learning process can have a positive impact on learning outcomes. Interesting learning media, has an interactive nature that prioritizes cooperation, communication, and can create interaction between students, namely through games that have characteristics to create interest in learning, namely fantasy, challenges and curiosity (Aditiyawarman et al., 2022).

Sources of information are not obtained through teachers or books alone, but sources of information for students can be developed by utilizing technological advances such as the internet which can develop students' motivation and creativity. By accessing information from various existing media such as newspapers, books, television and even the internet so that students know before their teachers, of course this condition is a positive symptom as well as a challenge for teachers to improve their learning process. Every student wants to be able to achieve well or in other words that their learning outcomes can be achieved optimally. However, completing all this is not easy because several factors are involved. Learning is not an easy effort, but rather a diligent, persistent and continuous effort, all of which require effort and energy. Each student has their own learning habits(Muis & Pitra, 2021).

To foster a high sense of interest in learning, teachers require tools that can spark student attention, and one such tool is learning media. Learning media is often useful in learning which is used as a tool to convey information provided by the source to the recipient. In this case, there are many learning media that can support the learning process, making it easier for students. Researchers use the quizizz application in the current study. The quizizz application is an educational web tool that is wrapped in a quiz game so that the media can attract students' attention to the lesson. Because it can be interpreted that quizizz is a quiz-based platform that is packaged in the form of a game and can be used as a medium in learning (Yolanda & Meilana, 2021).

Quizizz is one of the many game-based learning applications that are used to support learning and teaching activities. Quizizz is a game-based learning application that accommodates multiplayer activities, making learning and teaching activities more interactive and fun. Students' interest in learning can increase their learning persistence, which has an impact on students' success in achieving learning goals. If students have a high interest in learning, they will pay more attention, feel happy, and have special time to learn. Although Quizizz is quite popular as an evaluation tool, research on its effectiveness as the main media in learning activities is still limited, even though its proper use can help overcome boredom and increase students' interest in learning (Maria, 2025).

Interest in learning is also one of the factors that can affect the quality of student. High interest in learning will tend to produce high achievement; conversely, low interest in learning will produce low achievement. If students' interest in learning is good, they will feel happy in following the learning process which will ultimately have a positive impact on student learning achievement, and vice versa when students' interest in learning is not good, students become less interested in learning so that they are weak in understanding the material which will have an impact on student being less than optimal (Hariani, et al. 2021).

According to initial learning results, many fourth-grade students struggle to understand science and natural science materials. This is evident from their low interest in learning, which is around 53%. The lack of media utilization in teaching contributes to this issue, and incorporating learning media can help students better understand science, enhancing both the learning process and outcomes.

Given these challenges, the researchers aim to improve the learning process by using Quizizz media. This tool can assist students in understanding science and natural sciences, leading to better learning quality and results. Therefore, the researcher is interested in conducting a study titled "Utilization of the Quizizz Application in Science and Natural Science Learning to Improve Learning Interest of Class IV at SDN 63 Ponjalae Baru, Palopo City."

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RESEARCH METHODS

The type of research used in this study is Classroom Action Research (CAR), which is a qualitative approach that aims to improve practices in the classroom continuously. It focuses on solving problems that arise during the teaching and learning process through a reflective cycle involving planning, acting, observing, and reflecting (Kemmis & Taggart, 1988). By using classroom action research, this study seeks to apply various learning strategies and media to enhance student engagement and improve learning outcomes. The type of research used in this study is Classroom Action Research (CAR). With a quantitative approach that aims to continuously improve practices in the learning process in the classroom. Carrying out the stages of classroom action research can find solutions to problems that arise in the classroom by applying various theories and relevant learning techniques creatively (Annisa., 2021).The research design used is in the form of a cycle that does not only take place once, but twice until the expected goals in learning are achieved. Research design according to Kemmis and Taggart, each cycle consists of four main activities, namely planning, implementation, observation and reflection, so on and the expected results are achieved.

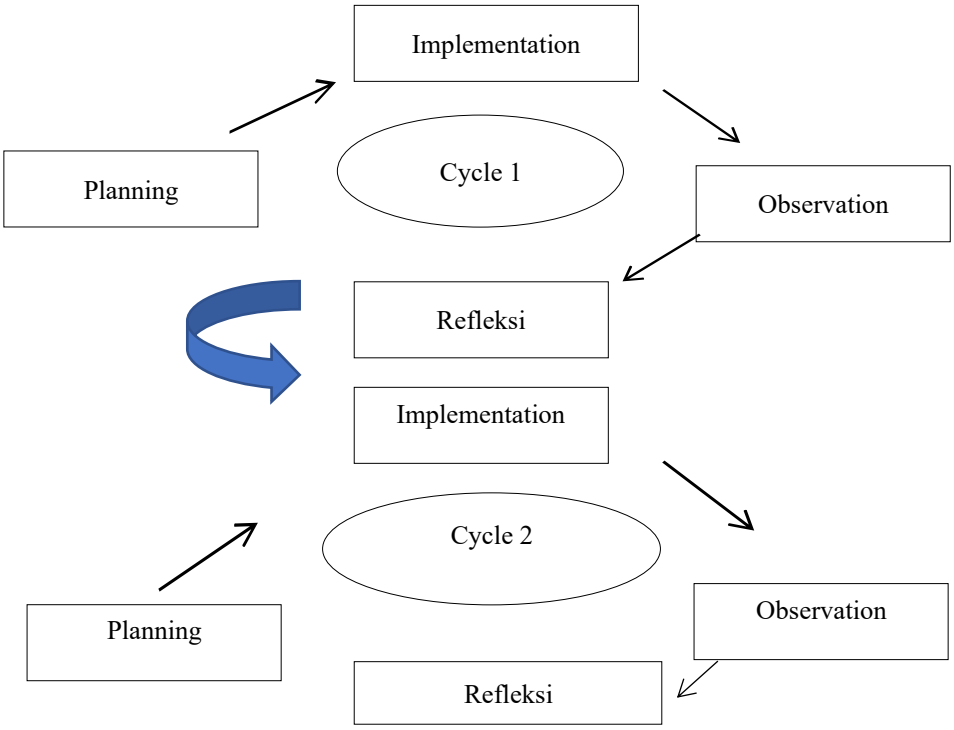

Figure 1. Classroom Action Research

Based on the image above, each cycle consists of 4 components, namely: 1) planning, 2) implementation, 3) observation and 4) reflection. Research is conducted in a repetitive and continuous cycle (spiral), which means that the longer it is expected to increase changes or achievement of results (Charli., 2019). The research was conducted in two cycles following the stages of classroom action research: planning, implementation, observation, and reflection. In **Cycle I**, the researcher prepared lesson plans, learning media, evaluation tools, and observation sheets. During implementation, the researcher led classroom learning activities using the prepared plans, assisted by the homeroom teacher and two observers. Observations were conducted to monitor the learning process using Quizizz media, focusing on students' responses and behavior. Afterward, reflection was carried out to evaluate the process and determine necessary improvements. If the learning objectives, particularly related to the improvement of students' engagement with learning media, were not achieved in Cycle I, a **Cycle II** was conducted to address shortcomings using the same stages. The cycles continued until the success indicators were met (Fadilah, 2023). This research took place at SDN 63 Ponjalae Baru in the 2024/2025 academic year, involving 29 fourth-grade students (13 males and 16 females). Data were collected through observation, tests, and questionnaires (Friantini, 2019). Observations aimed to document classroom dynamics; tests (in the form of essay questions) were used to assess learning interest; and questionnaires measured students' interest before and after the interventions using a Likert scale. The instruments employed included observation sheets to track teaching and student activities, essay-based tests to evaluate learning interest, and questionnaires to assess changes in enthusiasm and participation in media-supported learning.

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RESULTS AND DISCUSSION

This research is a Classroom Action Research (CAR), where this research is conducted in two cycles to obtain students' learning interest in science learning, each cycle is divided into 3 meetings and 1 assessment is carried out on students. The purpose of this study is to determine how successful the teaching and learning process is in schools. The work steps in this study consist of the planning stage, the implementation stage, the observation stage, and the reflection stage.

1. Description of Cycle I Actions

a. Planning

The action planning stage includes the things that researchers do to take action during learning activities, including the following (Hakim., 2019):

1) Preparing learning devices in the form of teaching modules
2) Preparing learning resources and media
3) Preparing student observation sheets for the implementation of learning
4) Preparing student activity observation sheets
5) Preparing student worksheets
6) Preparing cycle I final test sheets and student learning interest questionnaires

b. Implementation (Acting)

1) First Meeting

The first meeting of cycle 1 was held on Monday, April 21, 2025 at 10.50–11.30. There were 27 students in the class. Learning was carried out according to the teaching module.

a) Initial Activities

The activity began with a prayer with students and teachers. The activity was continued by asking how the students were, checking student attendance, doing ice breaking, clapping concentration with students. After that, the teacher conveyed the learning objectives and the series of learning that would be carried out. The initial activity was carried out for 10 minutes.

b) Core Activities

This activity began with students observing the material presented and students listening to the teacher's explanation. The material presented was the Definition of history and the importance of preserving historical relics. After that, students were directed to ask questions about material that had not been understood. The teacher then divided them into 5-6 groups. Determination of group members was based on ability level, each group consisted of students with high, medium, and low abilities. After students joined their respective groups, the teacher distributed the LKS and provided direction on the problems that had to be solved together in the group. The teacher guides students during discussions and helps groups that have difficulty. After the students have discussed, the teacher invites the group to present the results of their discussion by appointing one student as a group representative to present the results of their discussion on the board, then the teacher gives appreciation in the form of applause to each student who has made a presentation. After that, the teacher displays quizizz as an evaluation to see how far students understand the material that has been taught.

c) Final Activities

The final activity lasts for 10 minutes. The teacher and students reflect on the learning that has taken place. Then the teacher and students conclude the learning material that has been studied. After that, the teacher and students end the learning activity by asking the class leader to lead a prayer and then say hello.

2) Second Meeting

The second meeting of cycle 1 was held on Tuesday, April 22, 2025 at 12.45-13.20. There were 28 students in the class. Learning was carried out according to the teaching module.

a) Initial Activities

The activity began with a prayer with students and teachers. The activity was continued by asking how the students were, checking student attendance, doing ice breaking and clapping together with students. After that, the teacher conveyed the learning objectives and the series of learning that would be carried out. The initial activity was carried out for 10 minutes.

b) Core Activities

This activity began with students observing the material presented and students listening to the teacher's explanation. The material presented was the kingdoms in the archipelago. After that, students were directed to ask questions about material that had not been understood. The teacher then divided them into 5-6 groups. Determination of group members was based on ability level, each group consisted of students with high, medium, and low abilities. After students joined their respective groups, the teacher distributed the LKS and

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provided direction on the problems that had to be solved together in groups. The teacher guides students during discussions and helps groups that have difficulty. After the students have discussed, the teacher invites the group to present the results of their discussion by appointing one student as a group representative to present the results of their discussion on the board, then the teacher gives appreciation in the form of applause to each student who has made a presentation. After that, the teacher displays quizizz as an evaluation to see how far students understand the material that has been taught.

c) Final Activities

The final activity lasts for 10 minutes. The teacher and students reflect on the learning that has taken place. Then the teacher and students conclude the learning material that has been studied. After that, the teacher and students end the learning activity by asking the class leader to lead a prayer and then say hello.

3) Third Meeting

The third meeting of cycle 1 was held on Thursday, April 24, 2025 at 10.55-11.30. There were 29 students in the class. Learning was carried out according to the teaching module.

a) Initial Activities

The activity began with a prayer with students and teachers. The activity was continued by asking students how they were, checking student attendance, doing ice breaking and clapping together with students. After that, the teacher conveyed the learning objectives and the series of learning that would be carried out. The initial activity was carried out for 10 minutes.

b) Core Activities

This activity began with students observing the material presented and students listening to the teacher's explanation. The material presented was the relics of the Hindu-Buddhist kingdom and the relics of the Islamic kingdom. After that, students were directed to ask questions about material that had not been understood. The teacher then divided groups of 4-5 students. Determination of group members based on ability level, each group consists of students who have high, medium, and low abilities. After the students join their respective groups, the teacher distributes the worksheets and provides direction on the problems that must be solved together in groups. The teacher guides students during discussions and helps groups that have difficulty. After the students have discussed, the teacher invites the group to present the results of their discussions by appointing one student as a group representative to present the results of their discussions on the board, then the teacher gives appreciation in the form of applause to each student who has made a presentation. After that, the teacher displays quizizz as an evaluation to see how far the students understand the material that has been taught. The core activity carried out by the researcher is to provide students with 6 essay test questions which contain material that has been studied in the first, second and third meetings about what the area where I used to live was like and provide a questionnaire in the form of 20 statements.

c) Closing Activities

The closing activities last for 10 minutes. The teacher and students reflect on the learning that has taken place. Then the teacher and students conclude the learning material that has been studied. The end of today's learning process, also ends the cycle 1 meeting. The researcher did not forget to motivate students to increase their enthusiasm for learning. After that, the researcher closed the learning process with prayer and greetings.

c. Observation

This observation stage takes place during the implementation of learning. At this stage, the researcher is assisted by an observer to observe and record all activities that occur during the implementation of the action. Data collection is in the form of an observation sheet for the implementation of learning and an observation sheet for student activities. This observer is used to observe the learning process using the quizizz media in science lessons.

1) Results of Observation of the Implementation of Learning Cycle I

The observation stage in cycle I is carried out with an observer by observing the researcher who is carrying out the teaching and learning process.

Table 1. Data on the Results of Learning Implementation Cycle I

Meeting	Indicator Achieved	Implementation (%)	Category
First	19	79	Good
Second	22	92	Very Good
Third	23	96	Very Good

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Average Implementation Cycle I	89	Very Good

Source: Primary Data after processing (2025)

Table 1 shows that cycle I observation of teacher activities during teaching and learning activities took place at the first meeting with a percentage of 79% category (good), the second meeting with a percentage of 92% (very good) and the third meeting with a percentage of 96% (very good). The table above states that the level of implementation of learning cycle I is in the very good category with a percentage of 89.

2) Results of Observation of Student Activities

The results of observations from observations of student activities in cycle I can be seen in the table below.

Table 2. Observation Results Data of Student Activities Cycle I

Meeting	Implementation	Success Rate (%)	**Category**
First	10	77	Active
Second	12	92	Very Active
Third	13	100	Very Active
Average Implementation Cycle I		90	Very Active

Source: Primary Data after processing (2025)

Based on table 2 above, the success rate of student activities at the first meeting of the aspects that were implemented was 10 with a percentage of 77% (active), at the second meeting the aspects that were implemented were 12 aspects with a percentage of 92% (very active) and at the third meeting the aspects that were implemented were 13 aspects with a percentage of 100% (very active).3) Results of students' learning interest in cycle I

In the cycle I test, the results of the student learning interest questionnaire conducted by the researchers to obtain the value of students' learning interest in science lessons using the quizizz application. It can be seen in the following table 3:

Table 3. Percentage of students' learning interest

Score	Frequency	Percentage	Category
76-100%	16	55%	Very High
51-75%	13	45%	Enough
26-50%	-	-	Not enough
0-25%	-	-	Very low
amount	29	100%	

Source: Primary data after processing (2025)

Table 3 shows that out of a total of 29 students who were respondents, students who had a very high learning interest were 16 students (55%) in the very high category, while there were 13 students (45%) in the sufficient category, no students were in the less and very low categories. indicating that all students have at least a minimum level of learning interest that can still be improved. This requires efforts to increase students' learning interest, especially by encouraging more students to reach the very high category. It can be concluded that the implementation of the quizizz application is able to provide a positive contribution to students' interest in learning.

d. Reflection (Reflecting)

Based on the data obtained, it is known that students' interest in learning in cycle I was 16 students (55%), and 13 students (45%) were in the sufficient category. No students showed interest in learning in the less or very low category. This shows that although the majority of students have sufficient interest in learning, there is still a group of students who need special attention to increase their interest in learning to a higher level. The average score of students' interest in learning obtained was 69. This value shows that students have a moderate interest in the learning process using the quizizz application, but have not shown maximum enthusiasm.

2. Description of Cycle II Actions

a. Planning

The action planning stage includes the things that researchers do to take action during learning activities, including the following:

1) Preparing learning devices in the form of teaching modules
2) Preparing learning resources and media
3) Preparing student observation sheets for the implementation of learning
4) Preparing student activity observation sheets
5) Preparing student worksheets

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6) Preparing cycle I final test sheets and student learning interest questionnaires

b. Implementation (Acting)

1) First Meeting

The first meeting of cycle II was held on Monday, April 28, 2025 at 12.45-13.20. There were 28 students in the class. Learning was carried out according to the teaching module.

a) Initial Activities

The activity began with a prayer with students and teachers. The activity was continued by asking students how they were, checking student attendance, doing ice breaking concentration clapping with students. After that, the teacher conveyed the learning objectives and the series of learning that would be carried out. Initial activities are carried out for 10 minutes.

b) Core Activities

This activity begins with students observing the material presented and students listening to the teacher's explanation. The material presented is the Definition of natural resources and the importance of preserving natural wealth heritage. After that, students are directed to ask questions about material that has not been understood. The teacher then divides into 5-6 groups. Determination of group members is based on ability level, each group consists of students with high, medium, and low abilities. After students join their respective groups, the teacher distributes LKS and provides direction on the problems that must be solved together in groups. The teacher guides students during discussions and helps groups that have difficulty. After students have discussed, the teacher invites the group to present the results of their discussion by appointing one student as a group representative to present the results of their discussion on the board, then the teacher gives appreciation in the form of applause to each student who has made a presentation. After that, the teacher displays quizizz as an evaluation to see how far students understand the material that has been taught.

c) Final Activities

The final activities last for 10 minutes. The teacher and students reflect on the learning that has taken place. Then the teacher and students conclude the learning material that has been studied. After that, the teacher and students ended the learning activities by asking the class leader to lead a prayer and then say hello.

2) Second Meeting

The second meeting of cycle II was held on Tuesday, April 29, 2025 at 12.45-13.55. There were 29 students in the class. Learning was carried out according to the teaching module.

a) Initial Activities

The activity began with a prayer with students and teachers. The activity was continued by asking students how they were, checking student attendance, doing ice breaking and clapping together with students. After that, the teacher conveyed the learning objectives and the series of learning that would be carried out. The initial activity was carried out for 10 minutes.

b) Core Activities

This activity began with students observing the material presented and students listening to the teacher's explanation. The material presented was how to utilize natural resources properly. After that, students were directed to ask questions about material that had not been understood. The teacher then divided them into 5-6 groups. Determination of group members was based on ability level, each group consisted of students with high, medium, and low abilities. After students joined their respective groups, the teacher distributed the LKS and provided direction on the problems that had to be solved together in groups. The teacher guided students during discussions and helped groups that had difficulty. After the students have discussed, the teacher invites the group to present the results of their discussion by appointing one student as a group representative to present the results of their discussion on the board, then the teacher gives appreciation in the form of applause to each student who has made a presentation. After that, the teacher displays quizizz as an evaluation to see how far the students understand the material that has been taught.

c) Final Activities

The final activity lasts for 10 minutes. The teacher and students reflect on the learning that has taken place. Then the teacher and students conclude the learning material that has been studied. After that, the teacher and students end the learning activity by asking the class leader to lead a prayer and then say hello.

3) Third Meeting

The third meeting of cycle II was held on Wednesday, April 30, 2025 at 09.30-10.40. There were 29 students in the class. Learning was carried out according to the teaching module.

a) Initial Activities

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The activity began with a prayer with students and teachers. The activity was continued by asking how the students were, checking student attendance, doing ice breaking and clapping together with students. After that, the teacher conveyed the learning objectives and the series of learning that would be carried out. The initial activity was carried out for 10 minutes.

b) Core Activities

This activity began with students observing the material presented and students listening to the teacher's explanation. The material presented was caring for the surrounding environment. After that, students were directed to ask questions about material that had not been understood. The teacher then divided them into 5-6 groups. Determination of group members was based on ability level, each group consisted of students with high, medium, and low abilities. After students joined their respective groups, the teacher distributed the LKS and provided direction on the problems that had to be solved together in the group. The teacher guided students during discussions and helped groups that had difficulty. After the students discussed, the teacher invited the group to present the results of their discussion by appointing one student as a group representative to present the results of their discussion on the board, then the teacher gave appreciation in the form of applause to each student who had made a presentation. After that, the teacher displayed quizizz as an evaluation to see how far the students understood the material that had been taught. The core activity carried out by the researcher was to give students 6 essay test questions which contained the material that had been studied in the first, second and third meetings about what the area where I used to live was like and gave a questionnaire in the form of 20 statements.

c) Closing Activities

The closing activities lasted for 10 minutes. The teacher and students reflected on the learning that had taken place. Then the teacher and students concluded the learning material that had been studied. The end of today's learning process, also ended the cycle 1 meeting. The researcher did not forget to motivate students to increase their enthusiasm for learning. After that, the researcher closed the learning process with prayer and greetings.

c. Observation

This observation stage takes place during the implementation of learning. At this stage, the researcher is assisted by an observer to observe and record all activities that occur during the implementation of the action. Data collection is in the form of an observation sheet for the implementation of learning and an observation sheet for student activities. This observer is used to observe the learning process using the quizizz media in science lessons.

1) Results of Observation of the Implementation of Learning Cycle II

The observation stage in cycle II is carried out with an observer by observing the researcher who is carrying out the teaching and learning process.

Table 4. Data on the Results of Learning Implementation Cycle II

Meeting	Indicator Achieved	Implementation (%)	Category
First	22	92	Very Good
Second	23	96	Very Good
Third	24	100	Very Good
Average implementation of cycle II		96	Very Good

Source: Primary Data after processing (2025)

Table 4 shows that cycle II observation of teacher activities during teaching and learning activities took place at the first meeting with a percentage of 92% category (Very good), the second meeting with a percentage of 96% (very good) and the third meeting with a percentage of 100% (very good). The table above states that the level of implementation of learning cycle II is in the very good category with a percentage of 96.

2) Results of Observation of Student Activities

The results of observations from observations of student activities in cycle II can be seen in the table below.

Table 5. Observation Results Data of Student Activities Cycle II

Meeting	Implementation	Success rate (%)	Category
Pertama	12	92	Very Active
Kedua	13	100	Very Active
Ketiga	13	100	Very Active
Average implementation of cycle II		97	Very Active

Source: Primary Data after processing (2025)

Based on table 5 above, the success rate of student activities at the first meeting of the aspects that were implemented was 12 with a percentage of 92% (very active), at the second meeting the aspects that were

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implemented were 13 aspects with a percentage of 100% (very active) and the third meeting the aspects that were implemented were 13 aspects with a percentage of 100% (very active).

3) Results of students' learning interest

In the cycle II test, the results of the student learning interest questionnaire conducted by the researcher to obtain an overview of students' learning interest in science lessons using the quizizz application. Can be seen in the following table 6:

Table 6. Percentage of student learning interest in cycle II

Score	Frequency	Percentage	Category
76-100%	27	93%	Very High
51-75%	2	7%	Sufficient
26-50%			not enough
0-25%			Very low
Amound	29	100%	

Source: Primary data after processing (2025)

Based on table 6, it can be seen that the learning interest of class IVA students in the subject of science using the quizizz application in cycle II with a total of 29 students, 27 or (93%) are in the very high category, and 2 or (7%) students are in the sufficient category.

d. Reflection

After conducting learning activities in cycles 1 and 2, the researcher then conducted a reflection on all activities carried out during the learning process. The results of observations of the implementation of learning in cycle II have reached an average value of 96 with a very good category, while the results of observations of student activities in cycle II have reached an average of 97 with a very active category. In addition, the results of student learning interest in cycle II reached 93% with an average of 79 with a very high category. This means that the actions in cycle II have met the success indicators that have reached the target or succeeded so that it is considered unnecessary to continue to the next cycle.

Table 7. Comparasion of student'learning interest in clcle I and II

No	Description	Siklus I	Siklus II	Perbedaan
1	Number of student	29 studens	29 studens	-
2	Number of mastered	16 studens	27 studens	+ 11 studens
3	Number of not mastered	13 students	2 studens	-11 studens
4	Total score	1994	2277	+283
5	Average score	69	79	+10
6	Category	Fairy high	Very high	

Interpretation of Differences in Cycle I and II

Based on the table above, it can be seen that there was a significant increase in students' learning interest from cycle I to cycle II. The average learning interest score increased from 69 (category: fairly high) to 79 (category: very high). The number of students who met the success criteria increased from 16 students to 27 students, while the number of students who had not yet met the criteria drastically decreased from 13 students to only 2 students.

Based on the results of the questionnaire in cycle I, it is known that the interest in learning class IVA students on the subject of science using the quizizz application is mostly in the "very high" category, namely 16 students (55%), while 13 students (45%) are in the "sufficient" category, and no students are included in the "less" or "very low" category. This shows that the use of the quizizz application is quite interesting for students, but has not fully increased interest in learning to an optimal level. Therefore, improvements need to be made in learning strategies to be more interactive and enjoyable, so that students' interest in learning can increase in the next cycle

Based on the results of the questionnaire in cycle II, it is known that the interest in learning class IV students on the subject of science using the quizizz application is mostly in the "very high" category, namely 27 students (93%), while 2 students (7%) are in the "sufficient" category, and no students are included in the "less" or "very low" category. This shows that the use of the quizizz application has a positive impact on increasing students' interest in learning, with the majority of students showing high enthusiasm and involvement in the learning process.

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In the 2022 Putu Ika research in the Journal of Education Technology journal International entitled Increasing the Learning Interest of Fourth Grade Elementary School Students with Mission Book Game This development research resulted in a product that was used as an innovative learning media in the form of a mission book game for fourth grade elementary school students. The product developed has been declared feasible and effective to use in the learning process because it can improve students' interest in learning. By using the learningmedia mission book game, students' interest in learning improve and students become motivated and enthusiastic when participating in class learning

In the 2024 Eko research in the Journal of Education entitled The Influence of Video and Image Media on Students' Mathematics Learning Outcomes in View of Learning Interest ased on the results of research data analysis that has been carried out in students' mathematics classes in terms of students' learning interests. There is a difference in the influence between high student interest in learning and low student interest in learning on student mathematics learning outcomes at Bustanul Ulum Islamic Vocational School. There is no interaction between the use of learning media and students' interest in learning or students'mathematics learning outcomes in terms of learning interest at Bustanul Ulum Islamic Vocational School. Therefore, it cannot be said that a learning media will be effective if it is combined with student characteristics, such as student interest in learning mathematics.

Based on research conducted by (Sunardin, et al., 2023) entitled Development of Learning Videos to Increase Students' Interest in Learning Social Studies. The results of the study are that by using the Research and Development (R&D) learning method with the ADDIE model in social studies learning for grade V students of SDN 13 Tappong, Palopo City using a learning video media system based on the kinemaster application, it can improve the quality and attractiveness of students and increase interest in learning in social studies learning. Not only that, the results of students' learning interest have increased very drastically. We can see from the results of the product feasibility and the results of the student learning interest diagram before being given action and after being given action, so with that we can see some similarities from the results of relevant research conducted by Nurdiana Siti Alifa, Syarif Hanafi, Lukman Nurhakim in JTPPm (Journal of Educational Technology and Learning) where they both increased their interest in learning through learning video media, the only difference is that there are only a few things that are close to the research such as validation tests, student and teacher response questionnaires and learning interest questionnaires before being given action and after being given action.

CONCLUSION

This study aims to evaluate the use of the Quizizz application in science learning to enhance the interest of fourth-grade students at SDN 63 Ponjalae Baru, Palopo City. This research is a classroom action study (PTK) conducted in two cycles. Data was collected through observations and questionnaires. Based on the initial results, it was observed that students' interest in learning was still low, at 53%. The findings indicated that students' interest increased from 55% in the first cycle to 93% in the second cycle. Therefore, the use of the Quizizz application has been proven effective in boosting students' learning interest.

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