ABSTRAK

Hanggit Enha Suryaga. 2026. Pengunaan Media Quizizz Berbasis Materi Hindu Buddha Pada Siswa Kelas X Sman 1 Maospati Kabupaten Magetan. Skripsi. Program Studi Pendidikan Sejarah, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun. Dosen Pembimbing (I) Dr. Soebijantoro, M.M., M.Pd., (II) Anjar Mukti Wibowo, S.Sn., S.Pd., M.Pd.

Pembelajaran sejarah pada materi Kerajaan Hindu-Buddha tergolong padat muatan faktual sehingga rawan berhenti pada jenjang mengingat dan terasa monoton apabila disampaikan secara konvensional. Media Quizizz berbasis gamifikasi menawarkan alternatif, tetapi kajian terdahulu didominasi pendekatan kuantitatif yang belum menjelaskan pada jenjang kognitif mana keterlibatan siswa terjadi. Penelitian ini bertujuan mendeskripsikan (1) perencanaan dan implementasi media Quizizz pada pembelajaran sejarah materi Hindu-Buddha siswa kelas X SMA Negeri 1 Maospati, termasuk kendala yang dihadapi dan solusi yang ditempuh, serta (2) bentuk keterlibatan dan respons kognitif siswa selama pembelajaran berlangsung. Penelitian menggunakan pendekatan kualitatif dengan jenis deskriptif kualitatif. Informan ditentukan secara purposive, terdiri atas satu guru sejarah sebagai informan kunci dan lima siswa kelas X sebagai informan pendukung. Data dikumpulkan melalui observasi partisipatif, wawancara semi terstruktur, dan dokumentasi, kemudian diuji keabsahannya dengan triangulasi sumber dan triangulasi teknik. Analisis data mengikuti model interaktif Miles dan Huberman, dengan respons kognitif siswa ditelaah berdasarkan jenjang proses kognitif taksonomi Bloom hasil revisi Anderson dan Krathwohl. Hasil penelitian menunjukkan bahwa guru menempatkan Quizizz sebagai asesmen formatif yang terintegrasi dengan modul ajar Kurikulum Merdeka, dengan stimulus visual, pengaturan durasi pengerjaan, apersepsi di awal, dan pembahasan bersama di akhir sesi. Kendala berupa fluktuasi jaringan, keterbatasan kuota data, keterlambatan pemuatan gambar, dan kecenderungan siswa menjawab tergesa demi posisi pada papan peringkat diatasi dengan solusi teknis dan pedagogis yang berjenjang. Keterlibatan perilaku dan emosional muncul merata pada seluruh siswa, sedangkan keterlibatan kognitif beragam dalam satu kelas: pola kompetitif bertahan pada jenjang mengingat (C1), pola pemanfaatan stimulus visual bergerak ke jenjang memahami (C2), dan pola analitis mencapai jenjang menganalisis (C4) disertai kesadaran metakognitif. Dengan demikian, kedalaman respons kognitif siswa ditentukan oleh rancangan butir soal dan cara siswa merespons mekanika permainan, bukan oleh platform yang digunakan.

Kata Kunci: Quizizz, gamifikasi, respons kognitif, taksonomi Bloom, pembelajaran sejarah, materi Hindu-Buddha.

ABSTRACT

Hanggit Enha Suryaga. 2026. *The Use Of Quizizz Media Based On Hindu-Buddhist Material For Tenth-Grade Students At Sman 1 Maospati, Magetan Regency*. Undergraduate Thesis. History Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Supervisors: (I) Dr. Soebijantoro, M.M., M.Pd.; (II) Anjar Mukti Wibowo, S.Sn., S.Pd., M.Pd.

History learning on the Hindu-Buddhist Kingdoms material is dense with factual content, making it prone to stopping at the remembering level and feeling monotonous when delivered conventionally. Quizizz, a gamification-based medium, offers an alternative, but previous studies have been dominated by quantitative approaches that do not explain at which cognitive level student engagement occurs. This study aims to describe (1) the planning and implementation of Quizizz in teaching Hindu-Buddhist material to tenth-grade students at SMA Negeri 1 Maospati, including the obstacles encountered and the solutions adopted, and (2) the forms of student engagement and cognitive responses during the learning process. The study used a qualitative approach with a descriptive qualitative design. Informants were selected purposively, consisting of one history teacher as the key informant and five tenth-grade students as supporting informants. Data were collected through participant observation, semi-structured interviews, and documentation, and their validity was tested using source and technique triangulation. Data analysis followed the Miles and Huberman interactive model, with students' cognitive responses examined based on the cognitive process levels of Anderson and Krathwohl's revised Bloom's taxonomy. The results show that the teacher positioned Quizizz as a formative assessment integrated with the Merdeka Curriculum teaching module, using visual stimuli, adjusted answer durations, an opening apperception, and a joint discussion at the end of the session. Obstacles in the form of network fluctuations, limited mobile data, delayed image loading, and students' tendency to answer hastily to protect their leaderboard position were addressed through tiered technical and pedagogical solutions. Behavioral and emotional engagement appeared evenly across all students, while cognitive engagement varied within a single class: the competitive pattern remained at the remembering level (C1), the visual stimulus pattern moved to the understanding level (C2), and the analytical pattern reached the analyzing level (C4) accompanied by metacognitive awareness. Thus, the depth of students' cognitive responses is determined by the design of the quiz items and how students respond to game mechanics, not by the platform used.

Keywords: Quizizz, gamification, cognitive response, Bloom's taxonomy, history learning, Hindu-Buddhist material.