

The Use of Quizizz on Student Motivation in Online Learning

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ABSTRACT

This quasi-experimental study examined the effect of Quizizz on student motivation in an online Panitikang Filipino course during the Academic Year 2022-2023. Experts validated a researcher-developed questionnaire with a 1-5 Likert scale to assess students' motivation. Before and after the intervention phase in class, results revealed that students' level of motivation in both groups, the lecture-discussion and Quizizz, was very high, and they were highly motivated to study and participate in the course. The findings showed no significant difference in motivation between students in the two groups. Moreover, the results show that Quizizz can be used alongside the lecture-discussion method to boost students' motivation to learn in a Filipino literature course.

Keywords: *Quizizz, Student Motivation, Panitikang Filipino Course, Online Learning*

INTRODUCTION

Public and private schools, as well as universities nationwide, drastically altered their curricula when the Commission on Higher Education's flexible learning program began in the preceding academic year, 2020–2021, to mitigate the effects of COVID-19 on all Filipino students. A flexible instructional approach replaces the conventional in-person teaching style as the curriculum shifts toward online learning. Learning Management Systems (LMS) and other live meeting platforms used by individual schools generate schedules that make educational resources and materials available to teachers and students in synchronous and asynchronous formats. However, despite efforts and opportunities to ensure educational continuity, most educators, administrators, curriculum developers, and even parents have become concerned about students' interest in online learning (Hidalgo-Camacho et al., 2021).

Recent studies show that low connectivity, limited interaction, and limited communication between students and teachers are among the many challenges they face. These factors may significantly affect students' motivation to learn in online courses such as Panitikang Filipino, a literature course, as they must abruptly shift and adapt to the new mode of instruction (Mamolo, 2022; Gocotano et al., 2021). Some college students in Philippine higher education institutions still face financial difficulties that hinder their active participation in online learning. Also, many of them are coping with emotional and mental health problems and a sense of isolation, which have a significant impact on their academic performance (Delicano, 2020).

Moreover, in Panitikang Filipino, students need to be highly motivated to meet all the requirements of online learning. They also need to demonstrate competence in understanding and generating ideas from all online materials and lectures provided, as this is an important skill for applying what they have learned in real-world settings. Students also need to develop strong social relationships and interact with their classmates and teachers

to perform better in activities and projects that require group collaboration and social support (Lagat & Concepcion, 2022).

However, students have noted that the Filipino course is boring, particularly when the instructor fails to use a variety of strategies to teach Philippine culture and language (Ariaso, 2020). Especially in online learning, where external factors such as poor connectivity and limited interaction with teachers often hinder communication, students find it hard to follow the course, which may lead to low participation. According to Simbulan (2021), teachers must avoid long lectures in online learning to keep their students motivated. Although discussion is usually used alongside the lecture method, teachers find it challenging to interact with students in online classes due to connectivity issues, so they tend to prolong the lecture without giving students much opportunity to share their ideas about the lessons.

In addition, students in online learning need to possess and demonstrate autonomy, or independence, in all aspects of their academic and non-academic lives. They are expected to make the right decisions and solve problems on their own, as these are important skills for work and for overall well-being, both as individuals and as members of society. These personal qualities and abilities indicate that a student has strong intrinsic and extrinsic motivation, which can lead to effective learning and, eventually, a positive, satisfying experience with online studies (Mamolo, 2022).

However, not every college student in an online learning environment has the inner strength and perseverance needed to take a literature course such as Panitikang Filipino, which requires a stable connection and active interaction between students and teachers. Additionally, because most instruction is self-directed and there is little connection between teachers and students, this has led to student anxiety and low motivation in online courses (Pabro & Quimbo, 2022). This implies that online teachers need to provide students with learning experiences that are interesting, engaging, and inspiring. They must be approachable, friendly, enthusiastic, interactive, imaginative, resourceful, and creative in their teaching strategies (Mamolo, 2022).

Teachers, as instructional designers, therefore need to incorporate strategies that boost students' motivation and learning. One teaching and learning approach is to use games alongside lectures and discussions to involve students directly in learning. Quizizz (now known as Wayground), one of the online game apps, has gained attention among researchers studying the advent of online learning. When Quizizz was used in physics instruction, students reported being more motivated to study their course, as it significantly increased their scores (Capinding, 2022).

Recent research shows that using Quizizz in an online classroom directly affects how students behave, feel, and interact with others. This makes the online learning process lively and motivating for students who need to develop abilities necessary for both professional and personal purposes. (Pitoyo et al., 2020; Rahmawati, 2021; Khasanah & Lestari, 2021). Professors consider Quizizz the most effective online game tool for learning and testing; it is practical, easy to use, simple to design practice tests and quizzes, and it inspires students (Lim & Yunus, 2021; Setiyani et al., 2021; Zaika et al., 2021). It increases students' alertness, reduces boredom, and eases test-taking anxiety (Pitoyo, 2019).

In the mixed-methods design of Hassan and Yusof (2019), which used Quizizz in the gamified assessment group and multimedia applications in the non-gamified assessment group, the results showed a significant difference in students' motivation between the two groups. Quizizz also increased students' interest in studying in an online class compared with a group that used a different media platform (Vitarani et al., 2021). When Quizizz was used as a teaching strategy across most content subjects, students in the experimental group were motivated to study online and to complete their tests and exercises. Students asked their teachers questions about their test results via Quizizz, and they showed eagerness and excitement to study their lessons (Setiyani et al., 2020; Zainuddin et al., 2020; Irwansyah & Izzati, 2021). When Quizizz was used in the assessment and evaluation course for education students, students developed a positive attitude towards using it (Hursen, 2021).

Consequently, Quizizz has proven to be one of the most effective online game tools for students learning English as a second language, as well as in other fields such as mathematics, science, engineering, accounting, and computer science, among others, because it fosters the right attitude toward online learning. However, the

effectiveness and feasibility of using Quizizz to boost student motivation in a collegiate literature course, Panitikang Pilipino, at a private university in Iloilo City have not been thoroughly investigated. As a result, Filipino educators should learn about the advantages of game-based learning, such as using Quizizz as both an evaluation tool and a teaching approach, to integrate creativity into every aspect of online teaching and learning. And most importantly, this will help students communicate successfully with their teachers in Filipino, collaborate with their peers, and express themselves, thereby developing their self-confidence.

Given Quizizz's educational advantages, particularly for literature and language learning, this study aimed to contribute to the efficient delivery of a Filipino literature course online using Quizizz as a learning tool, specifically to support students who struggle with low motivation in online learning. Despite numerous literature reviews indicating that Quizizz affects students' motivation across various academic disciplines, particularly in English language learning, no evidence supports the effectiveness of this online game as a learning strategy and assessment tool in a Filipino literature class. This research aims to address the knowledge gap on the effects of Quizizz on students' motivation in Panitikang Pilipino, taught online at a private institution. Beyond reducing anxiety through its game-like features, this learning tool helps students develop the right attitude and behavior toward online studies and test-taking, and motivates them to perform better in online courses.

Statement of the Problem

This research examined the effect of Quizizz on students' motivation in Panitikang Pilipino in online learning. Specifically, this study sought to:

1. Describe the level of motivation of students exposed to the lecture-discussion method and the Quizizz method in Panitikang Pilipino before and after the intervention;
2. Determine whether there is a significant difference in the level of motivation between students exposed to the lecture-discussion method and Quizizz before the treatment;
3. Determine whether there is a significant difference in the level of motivation between students exposed to the lecture-discussion method and Quizizz after the treatment;
4. Determine whether there is a significant difference in the level of motivation in Panitikang Pilipino of students exposed to the lecture-discussion method before and after the treatment;
5. Determine whether there is a significant difference in the level of motivation of students exposed to Quizizz before and after the treatment;
6. Determine whether there is a significant difference in the mean differences in the level of motivation between students exposed to the lecture-discussion method and the Quizizz method.

Hypotheses

Based on the objectives of this study, the following hypotheses were set forth:

1. There is no significant difference in the level of motivation between students exposed to the lecture-discussion method and Quizizz before the treatment.
2. There is no significant difference in the level of motivation between students exposed to the lecture-discussion method and Quizizz after the treatment.
3. There is no significant difference in the level of motivation of students exposed to the lecture-discussion method before and after the treatment.
4. There is no significant difference in the level of motivation in Panitikang Pilipino of students exposed to Quizizz before and after the treatment.
5. There is no significant difference in the mean differences in motivation between students exposed to the lecture-discussion method and Quizizz.

METHODS

Research Design

This study used a quasi-experimental research design to determine Quizizz's effects on students' motivation in the Panitikang Pilipino course. Specifically, the investigation used a non-equivalent control group design. This design examines the effect of an intervention when respondents cannot be randomly assigned to experimental and control groups. Instead, researchers use existing or intact groups, making the design practical for educational settings where random assignment is often not feasible (Creswell & Creswell, 2018).

In a non-equivalent control group design, the students, as respondents in the study, were from the two chosen Panitikang Pilipino classes, with the researcher as their teacher in this course, and were randomly assigned to the control and experimental groups. Each group consisted of 20 students. The experimental group was taught in class using Quizizz as the experimental variable, while the control group was taught using lecture-discussion, the traditional method of teaching Panitikang Pilipino.

Research Locale

The study was conducted at a private university in Iloilo City during Academic Year 2022-2023. The researcher taught the two Panitikang Filipino classes.

Sampling Technique

This experimental study used simple random sampling as a probability sampling method. The two Panitikang Pilipino classes taught by the researcher during the second semester of AY 2022-2023 were the subjects of the investigation. A coin toss was used to determine the control and experimental groups for the two sections of Panitikang Pilipino. Twenty students from each group participated in the study.

Research Instrument

A researcher-developed questionnaire assessed students' motivation levels in the lecture-discussion and Quizizz method groups. The questionnaire consisted of statements about indicators of intrinsic and extrinsic motivation that students may demonstrate when studying Panitikang Pilipino courses and when answering their quizzes, by each group. A five-point Likert scale ranging from 1 "Never or never it happens," 2 "Seldom or it happens once or twice a month," 3 "Sometimes or it happens once a week," 4 "Frequently or it happens twice or more in a week," and 5 "Always or it happens once or more in a day" were the bases for giving interpretations to the level of motivation of the respondents in the study.

The questionnaire, validated by experts, had a Cronbach's alpha reliability of .930 for intrinsic motivation and .857 for extrinsic motivation, both higher than .70.

The same motivation questionnaire was administered to the students before and after the implementation of the experimental variable to determine differences between the two groups of students on these dependent variables.

Data-Gathering Procedure

After giving the Informed Consent Form for the voluntary participation of the students in the study and seeking approval from the administration in the conduct of the experiment, students from the experimental and control groups answered the questionnaire on their level of motivation in learning Panitikang Pilipino during the second week of classes. The researcher sent this Google Form questionnaire to each student's personal email after the course orientation.

Afterward, the researcher used the lecture-discussion method to teach Panitikang Pilipino to the control group, while the experimental group used Quizizz during class based on the validated Learning Plan, which was based on the course syllabus. Students in the control group took their quiz at the end of each lesson in Canvas

Quiz, while the experimental group used Quizizz. The teacher-researcher applied this teaching and evaluation method to both groups for six (6) weeks.

At the end of six (6) weeks, students in both the control and experimental groups answered the questionnaire on their level of motivation in learning *Panitikang Pilipino* via a Google Form sent to their personal email addresses.

The data gathered from the questionnaire, administered before and after the Quizizz intervention, were analyzed using appropriate statistical tools to obtain results and answer the study's objectives.

Data Analysis Procedure

A Paired Sample t-test was used to test the significant difference in the dependent variables' levels of motivation between the control group and the experimental group before and after the implementation of the experimental variable. Frequency and percentage were used as descriptive statistics to report students' motivation levels before and after the intervention.

RESULTS AND DISCUSSION

Level of Motivation Before the Intervention of Students Exposed to the Lecture-Discussion Method and Quizizz Method

Table 1 shows that before the intervention, students in both groups were very highly motivated ($M = 4.36$, $SD = .546$; $M = 4.37$, $SD = .551$ for the lecture-discussion and Quizizz groups, respectively).

Before the intervention, nearly the same number of students in both groups had the same level of motivation. Of the 20 students in each group, eight (8) in the lecture-discussion group had a very high level of motivation, while seven (7) in the Quizizz group had the same level. Likewise, six (6) students in the lecture-discussion group had a moderate level of motivation, while seven (7) students in the Quizizz group had the same level.

The results indicate that students in both groups exhibited a very high level of motivation, both intrinsic and extrinsic, to learn new ideas and skills in *Panitikang Pilipino*. Before the interventions, students understood the significance of the course, enabling them to adopt a positive mindset and appreciate the learning they would gain, both of which are considered important factors in online instruction.

This finding parallels Avila and Genio (2020), who studied first-year education students at a polytechnic university in the country and found that students were motivated to learn their online course during the pandemic. The authors concluded that students were motivated to learn when they received enough support, assistance, and, most especially, encouragement from others.

Harandi (2015) emphasized that college students who fully understood the importance of their course would be intrinsically and extrinsically motivated to learn. They would be active in the course and work towards achieving the learning outcomes. Furthermore, his study found a significant relationship between students' motivation and the use of digital tools in online learning.

Moreover, his study found that students' ability and competence in accessing and exploring the institution's Learning Management System also motivated them to learn the course rather than just pass it.

In a case study by Gustiani (2020), the author stated that students are less motivated to study online because external connectivity issues limit their participation in real-time classes and access to digital materials. He added that a lack of motivation also stemmed from insufficient equipment. He also emphasized that students had an innate desire to acquire new knowledge and to learn in an online setting, which drove them to become intrinsically motivated during the pandemic.

Table 1. *Level of Motivation Before the Intervention of Students Exposed to the Lecture-Discussion Method and Quizizz Method*

Description	Lecture-Discussion Method		Description	Quizizz Method	
	<i>f</i>	%		<i>f</i>	%
Moderate (2.61-3.40)	6	30.0	Moderate (2.61-3.40)	7	50.0
High (3.41-4.20)	6	30.0	High (3.41-4.20)	6	30.0
Very High (4.21-5.00)	8	40.0	Very High (4.21-5.00)	7	30.0
		100.00			100.00
Mean = 4.36 (Very High)	sd = .546		Mean = 4.37 (Very High)	sd = .551	

Level of Motivation after the Intervention of Students Exposed to the Lecture-Discussion Method and Quizizz Method

Table 2 presents the results after the interventions, showing that students in both groups were very highly motivated to learn ($M = 4.24$, $SD = .685$; $M = 4.33$, $SD = .612$ for the lecture-discussion and Quizizz groups, respectively).

After exposure to the two teaching methods, seven (7) students in the lecture-discussion group were very highly motivated to learn, while eight (8) students in the Quizizz method had the same level of motivation. In contrast, four (4) students in the lecture-discussion group had a high level of motivation, and the same number of students in the Quizizz method group also had the same level of motivation for learning the course. Moreover, the results show that more students in the Quizizz method group had a very high level of motivation than in the lecture-discussion group.

The results are similar to Capinding's (2022) findings among education students majoring in science at a state university in the Philippines. The study found that before using Quizizz in class, students were motivated and interested in learning their physics lessons. The author added that after using Quizizz as an instructional strategy to teach physics, students' motivation increased. They were more interested in learning, and most especially, their scores increased as well. In contrast, the study's results do not support Razali et al. (2020), who found that students had only a moderate level of intrinsic and extrinsic motivation to learn their course using Quizizz.

Quizizz, as a newly introduced instructional support for the conventional teaching of Filipino literature, helps students stay interested in learning in this online course. In addition, when used as an assessment tool and learning strategy in this course, it fosters a positive attitude among learners and motivates them to study their course in an online setting.

Table 2. *Level of Motivation After the Intervention of Students Exposed to the Lecture-Discussion Method and Quizizz Method*

Description	Lecture-Discussion Method		Description	Quizizz Method	
	<i>f</i>	%		<i>f</i>	%
Moderate (2.61-3.40)	9	45.0	Moderate (2.61-3.40)	8	40.0
High (3.41-4.20)	4	20	High (3.41-4.20)	4	20.0
Very High (4.21-5.00)	7	35.0	Very High (4.21-5.00)	8	40.0
		100.0			100.0
Mean = 4.24 (Very High)	sd = .685		Mean = 4.33 (Very High)	sd = .612	

Differences in the Level of Motivation in Panitikang Pilipino Between Students Exposed to the Lecture-Discussion Method and Quizizz Method Before the Treatment

Table 3 presents the study's findings on whether motivation levels in Panitikang Pilipino differ significantly between students exposed to the lecture-discussion method and those exposed to the Quizizz method before the intervention period. Findings showed no significant difference in students' motivation between groups ($t(38) = .043$, $p = .966$). Therefore, the null hypothesis (H_0), which states that there is no significant difference in the level of motivation in Panitikang Pilipino between students exposed to the lecture-discussion method and the Quizizz method before the treatment, is not rejected.

Students in both the lecture-discussion group and the Quizizz method group showed the same level of motivation to learn Panitikang Pilipino in an online setting. The result implies that students in both groups are intrinsically and extrinsically motivated to study their online Panitikang Pilipino course. One reason might be that students found the course important, which helped them stay interested despite the challenges they encountered, especially during live classes when their connection was unstable. Likewise, they see themselves as competent and eager to pass the course, and they want to receive positive feedback from their teachers and, especially, from their parents (Giray et al., 2022).

Moreover, the findings support Martias and Djamil (2023), who found that students' motivation was influenced by online learning systems such as Google Meet and other platforms. Likewise, in this study, the abrupt change in the learning environment enabled students to become more independent, active learners and critical thinkers. In addition, using the institution's online platform for more than a couple of years made them competent and able to learn independently. Another reason students were motivated to learn was their strong interpersonal relationships with teachers and classmates, which helped them take responsibility for their own learning, although some experienced connectivity problems. Yet they persevered because they knew that completing the course would bring many academic and personal benefits.

Table 3. *Differences in the Level of Motivation in Panitikang Pilipino of Students Exposed to the Lecture-Discussion Method and Quizizz Method Before the Treatment*

	<i>N</i>	<i>Mean</i>	<i>sd</i>	<i>Df</i>	<i>t-value</i>	<i>p-value</i>
Before the Treatment						
Level of Motivation						
Lecture-Discussion Method	20	4.36	.546	38	.043	.966
Quizizz Method	20	4.37	.551			

Differences in the Level of Motivation in Panitikang Pilipino of Students Exposed to the Lecture-Discussion Method and Quizizz Method After the Treatment

Data in Table 4 show that after students' exposure to the two teaching methods in Panitikang Pilipino, the groups' motivation levels did not differ significantly ($t(38) = .433$, $p = .670$). Thus, the null hypothesis (H_0), which states that there is no significant difference in motivation in Panitikang Pilipino between students exposed to the lecture-discussion method and the Quizizz method after the treatment, is not rejected.

The result implies that using Quizizz as an instructional method is comparable to the lecture-discussion method in improving students' motivation to learn the subject. Both groups maintained the necessary motivational level even when a new variable was introduced in the experimental class; however, the lecture-discussion group had the same level of aspiration as the Quizizz method group. This means both groups shared common goals in studying the course: to acquire the knowledge, skills, and values they would gain as college learners.

The results of this study do not support Razali (2020), who found Quizizz to be an external rather than an internal motivator in students' learning. The study concluded that using Quizizz influenced students' interest in their course, as they sought praise from others and tried to earn good grades.

Table 4. *Differences in the Level of Motivation in Panitikang Pilipino Students Exposed to the Lecture-Discussion Method and Quizizz Method After the Treatment*

	<i>N</i>	<i>Mean</i>	<i>sd</i>	<i>df</i>	<i>t-value</i>	<i>p-value</i>
After the Treatment						
Level of Motivation						
Lecture-Discussion Method	20	4.24	.685	38	.433	.670
Quizizz Method	20	4.33	.612			

Difference in the Level of Motivation in Panitikang Pilipino Students Exposed to the Lecture-Discussion Method Before and After the Treatment

Table 5 shows no significant difference in motivation levels before and after the treatment ($t(19) = .611$, $p = .549$) among students in the lecture-discussion group. The null hypothesis (H_0), which states that there is no significant difference in the level of motivation of students exposed to the lecture-discussion method before and after the treatment, is not rejected. This implies that the students' motivation before and after the intervention period was not influenced by the use of the lecture-discussion method in teaching Panitikang Pilipino. Although the results indicated a slight decrease in the students' mean motivation score after the intervention period, the decrease was not significant. This means that students were able to establish the needed level of motivation, which was not directly influenced by using the lecture-discussion method.

The findings support Sari and Yoni's (2021) findings that students today are more digitally skilled, creative, active, and willing to engage in online learning during pandemics. The authors added that technology use and increased internet literacy were more evident among learners during the rise of health crises and even afterward; they considered these essential factors in supporting students' academic success across different levels of education.

Students used several online learning platforms effectively to upload and download relevant materials, attend online workshops and webinars, participate in online competitions, and, most especially, complete their online courses or subjects, which cannot be directly linked to the teacher's use of the lecture-discussion method.

Table 5. *Differences in the Level of Motivation in Panitikang Pilipino of Students Exposed to the Lecture-Discussion Method Before and After the Treatment*

	<i>N</i>	<i>Mean</i>	<i>sd</i>	<i>df</i>	<i>t-value</i>	<i>p-value</i>
Control Group						
Level of Motivation						
Before the Treatment	20	4.36	.546	19	.611	.549
After the Treatment	20	4.24	.685			

Differences in the Level of Motivation in Panitikang Pilipino of Students Exposed to Quizizz Method Before and After the Treatment

Table 6 shows no significant difference in students' motivation levels in the Quizizz group before and after the treatment ($t(19) = .171$, $p = .866$). The null hypothesis (H_0), which states that there is no significant difference in the level of motivation of students exposed to the Quizizz method before and after the treatment, is not rejected. The result implies that the Quizizz-based method of teaching Panitikang Pilipino in a fully online mode did not directly influence students' motivation after the treatment. Students developed the necessary motivation to learn the course despite their exposure to Quizizz as an online game.

The study's results are inconsistent with the findings of Alhebshi and Gamlo (2022), which found that using Quizizz as a mobile game in a foreign language course significantly affected students' intrinsic and extrinsic motivation to learn English vocabulary. Game-like instruction, such as Quizizz, can help motivate students. Beyond making learning interactive and engaging, teachers can use it to motivate students.

Furthermore, Irwansyah and Izzati's (2021) findings confirm that using Quizizz to improve students' English learning made them excited and interested in completing tasks and more motivated to study English lessons during the pandemic. Teachers used this to keep students engaged in class and avoid boredom in English class. Quizizz is considered a user-friendly evaluation tool, and students perceive it positively (Fadhilawati et al., 2022).

Moreover, in Dhamayanti's (2021) study, when Quizizz was used to teach English lessons, students were motivated and enjoyed their e-learning course, although some admitted that they found it difficult to motivate themselves to learn during the pandemic. Online learning still faces hindrances that teachers must understand, especially the challenge of motivating learners to build confidence while learning online.

Table 6. Differences in the Level of Motivation in Panitikang Pilipino of Students Exposed to Quizizz Method Before and After the Treatment

	<i>N</i>	<i>Mean</i>	<i>sd</i>	<i>df</i>	<i>t-value</i>	<i>p-value</i>
Experimental Group						
Level of Motivation Before the Treatment	20	4.37	.558	19	.171	.866
After the Treatment	20	4.33	.612			

Mean Differences of Students' Level of Motivation between Students Exposed to the Lecture-Discussion Method and Quizizz Method

Table 6 shows no significant difference in the mean gains in students' level of motivation between students exposed to the purely lecture-discussion method and those using the Quizizz method ($t(38) = .328$, $p = .747$). The null hypothesis (H_0), which states that there is no significant difference in the mean gains in students' motivation between the two groups, is not rejected. The lecture-discussion and Quizizz methods did not affect students' motivation before and after the treatment.

Furthermore, any teaching method, such as the lecture-discussion method or the Quizizz method for teaching Panitikang Pilipino in online mode, is considered an important factor in the teaching and learning process. Teachers' ability to deliver and facilitate lessons in class helps students better understand concepts and ideas. It also helps nurture the right attitude and values among them despite the challenges they face in online mode.

Moreover, the shift from face-to-face to virtual learning has given students more motivation. For Filipino learners, where a college degree is key to securing a job and meeting a family's financial needs, graduating on time with their schoolmates and not missing any academic year was their aspiration and motivation for online learning. Filipino learners have adapted positively to the new online learning setup, which has motivated them to become academically independent language learners (Agum et al., 2021; Giray et al., 2022).

Table 6. Mean Differences of Students' Level of Motivation Between Students Exposed to the Lecture-Discussion Method and Quizizz Method

	<i>N</i>	<i>Mean</i>	<i>sd</i>	<i>df</i>	<i>t-value</i>	<i>p-value</i>
Change After the Treatment						
Level of Motivation Control Group	20	.1155	.846	38	.328	.747
Experimental Group	20	.0355	.926			

CONCLUSION

Education students' levels of intrinsic and extrinsic motivation to learn and study in an online course on Panitikang Pilipino remained the same from before to after the in-class treatment. Despite the course being taught virtually, students maintained their enthusiasm and willingness to learn, enabling them to become actively involved and develop the motivation they needed. Because they had two years of experience with this kind of educational platform, education students stayed motivated in the online Panitikang Pilipino course. They succeeded in embracing online instruction, even though it requires greater motivation on their part. Students have undoubtedly demonstrated a positive attitude toward learning in this course, which has helped them become successful online learners and academically prepared.

Students understand the course's importance and the need to pass it to advance academically and support their families. They take precautions to stay motivated, maintain an optimistic outlook, stay willing to learn, and stay engaged with the course. They have such extensive knowledge of it that taking the course will enable them to teach their future students what they have learned and help their students become proficient Filipino communicators. They guarantee that the time, energy, and resources they invest in this online course will be well spent. Because they can learn independently and competently, they met the demands of online learning head-on.

The psychological elements required of a college student to overcome all obstacles in academic learning were not significantly related to the teacher's use of Quizizz to present and elaborate on the Panitikang Pilipino lessons. Rather, as conscientious online learners, students have long understood the significance of their active learning in class.

Moreover, this study showed that Quizizz helped raise students' motivation in the online Panitikang Pilipino course, alongside the lecture-discussion method. Quizizz can serve as an assessment tool or a motivational activity at any point during the lesson. Teachers can capture students' attention by incorporating Quizizz to supplement instruction and assess students in online courses such as Panitikang Pilipino.

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