

INTISARI

Pemanfaatan teknologi dalam pendidikan telah mengalami perkembangan pesat, terutama dalam metode evaluasi pembelajaran. Salah satu *platform* yang banyak digunakan adalah *Quizizz*, sebuah aplikasi berbasis gamifikasi yang memungkinkan kuis interaktif secara daring. Penelitian ini bertujuan untuk menganalisis penerimaan penggunaan *Quizizz* dalam pembelajaran menggunakan pendekatan *Technology Acceptance Model (TAM)* dan *Intrinsic Motivation Inventory (IMI)*. Data dikumpulkan dari 222 responden yang aktif menggunakan *Quizizz*, dan dianalisis menggunakan metode *Partial Least Squares Structural Equation Modeling (PLS-SEM)* dengan bantuan *SmartPLS*.

Hasil analisis menunjukkan bahwa seluruh konstruk dalam model TAM dan IMI memenuhi kriteria validitas dan reliabilitas, dengan nilai *Cronbach's Alpha* dan *Composite Reliability* di atas 0,70 dan AVE di atas 0,50. Dalam model TAM, sikap terhadap penggunaan (AM) memiliki pengaruh paling kuat terhadap niat perilaku (BI) ($\beta = 0,744$; $p < 0,001$), sementara *Self-Efficacy (SE)* dan *Technology Facilitating Conditions (TF)* berpengaruh signifikan terhadap *Perceived Ease of Use (PEU)*. Namun, *Perceived Usefulness (PU)*, *PEU*, dan *Social Influence (SI)* tidak berpengaruh signifikan terhadap BI.

Sementara itu, hasil analisis model IMI menunjukkan bahwa meskipun seluruh konstruk valid dan reliabel, tidak ditemukan hubungan signifikan antar konstruk dalam model, dan koefisien hubungan cenderung lemah. Hal ini menunjukkan bahwa motivasi intrinsik belum membentuk pola struktural yang kuat dalam menjelaskan penerimaan teknologi, khususnya dalam konteks penggunaan *Quizizz*. Penelitian ini menyimpulkan bahwa faktor kognitif-persepsi lebih dominan daripada faktor afektif-motivasi dalam memengaruhi penerimaan teknologi pembelajaran, serta merekomendasikan pengembangan fitur yang ramah pengguna dan pelatihan intensif bagi guru dan siswa untuk meningkatkan pengalaman serta efektivitas penggunaan platform.

Kata kunci: Motivasi Akademik, Model Penerimaan Teknologi, *Quizizz*, *SmartPLS*, TAM, IMI, Teknologi Pembelajaran

ABSTRACT

The use of technology in education has rapidly developed, particularly in assessment methods. One widely used platform is Quizizz, a gamified application that enables interactive online quizzes. This study aims to analyze the acceptance of Quizizz in learning by applying the Technology Acceptance Model (TAM) and the Intrinsic Motivation Inventory (IMI) approaches. Data were collected from 222 respondents who actively used Quizizz and were analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method with the help of SmartPLS software.

The analysis results show that all constructs in the TAM and IMI models met the criteria for validity and reliability, with Cronbach's Alpha and Composite Reliability values above 0.70 and AVE values exceeding 0.50. In the TAM model, Attitude Toward Using (AM) had the strongest influence on Behavioral Intention (BI) ($\beta = 0.744$; $p < 0.001$), while Self-Efficacy (SE) and Technology Facilitating Conditions (TF) significantly influenced Perceived Ease of Use (PEU). However, Perceived Usefulness (PU), PEU, and Social Influence (SI) did not have a significant effect on BI.

Meanwhile, the analysis of the IMI model showed that although all constructs were valid and reliable, no significant relationships were found between constructs, and the path coefficients tended to be weak. This indicates that intrinsic motivation has not formed a strong structural pattern in explaining technology acceptance, especially in the context of using Quizizz. The study concludes that cognitive-perceptual factors are more dominant than affective-motivational factors in influencing the acceptance of educational technology, and recommends the development of user-friendly features as well as intensive training for teachers and students to enhance both the experience and effectiveness of using the platform.

Keywords: Academic Motivation, Technology Acceptance Model, Quizizz, SmartPLS, TAM, IMI, Educational Technology