

THE EFFECTIVENESS OF CLASSICAL GUIDANCE SERVICES USING QUIZIZZ (WAYGROUND) INTERACTIVE LEARNING MEDIA TO REDUCE STUDENTS' LEARNING BURNOUT

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Abstract

Learning burnout is one of the common academic problems experienced by senior high school students. This condition is characterized by emotional exhaustion, decreased learning motivation, reduced concentration, and declining participation during classroom activities. One strategy to address this issue is integrating interactive learning media into classical guidance services. This study aimed to determine the effectiveness of classical guidance services using Quizizz (Wayground) interactive learning media in reducing students' learning burnout.

The research employed a quantitative approach using a One-Group Pretest–Posttest Design. Thirty-six eleventh-grade students were selected through purposive sampling based on preliminary observations and recommendations from the school counselor. Data were collected using a psychological scale, observation, and documentation. The collected data were analyzed using descriptive statistics, the Kolmogorov–Smirnov normality test, and the Paired Sample t-test.

The findings indicated a significant reduction in students' learning burnout after the intervention. The average burnout score decreased from 116.97 during the pretest to 103.44 in the posttest. Normality testing showed that both datasets were normally distributed (Sig. = 0.200). Furthermore, the Paired Sample t-test produced $t = 8.417$ with Sig. = 0.000 ($p < 0.05$), indicating that classical guidance services using Quizizz (Wayground) significantly reduced students' learning burnout.

These findings suggest that integrating interactive digital media into guidance services can increase students' engagement and create more enjoyable learning experiences, thereby reducing learning burnout.

Keywords : Classical Guidance; Quizizz (Wayground); Learning Burnout; Interactive Learning Media; Guidance and Counseling;

1 INTRODUCTION

The rapid development of information and communication technology has transformed educational practices worldwide. Digital technology no longer functions solely as a supporting tool but has become an integral component of learning activities. Teachers and school counselors are expected to utilize innovative instructional media that promote active student participation and improve learning experiences. Nevertheless, classroom instruction in many schools still relies heavily on conventional teaching approaches, resulting in monotonous learning environments that may reduce students' enthusiasm for learning.

One educational issue that frequently emerges in secondary schools is learning burnout. Learning burnout refers to students' physical and emotional exhaustion caused by prolonged academic demands, which eventually decreases motivation, concentration, and interest in learning. Students experiencing learning

burnout often become passive during classroom instruction, show limited participation, and demonstrate declining academic performance. Previous studies have indicated that monotonous instructional methods and insufficient learning media contribute substantially to the occurrence of learning burnout among students.

School counselors play an important role in preventing and reducing students' learning burnout through guidance and counseling services. One of the most frequently implemented services is classical guidance, which enables counselors to deliver educational content to an entire classroom efficiently. To improve students' participation during guidance sessions, counselors are encouraged to integrate interactive learning media that align with students' characteristics and technological familiarity.

Quizizz, currently known as Wayground, is an interactive digital learning platform that incorporates gamification features such as quizzes, leaderboards, instant feedback, and competitive learning activities. These features encourage students to participate actively while creating a more enjoyable learning atmosphere. Consequently, Quizizz has become one of the most widely adopted educational platforms for enhancing student engagement and motivation during learning activities.

A preliminary observation conducted at SMA Negeri 3 Tegal revealed that students in Class XI.8 exhibited relatively high levels of learning burnout compared with other classes. Initial assessment results indicated that approximately 60.96% of students experienced high learning burnout. These findings encouraged the researcher to implement classical guidance services supported by Quizizz (Wayground) to create a more interactive guidance environment and reduce students' learning burnout.

Based on the background above, this study aimed to determine the effectiveness of classical guidance services using Quizizz (Wayground) interactive learning media in reducing students learning burnout.

2 METHODOLOGY

This study employed a quantitative approach using a pre-experimental research design, specifically the One-Group Pretest–Posttest Design. This design was selected to examine the effectiveness of classical guidance services using Quizizz (Wayground) interactive learning media in reducing students' learning burnout. Participants' levels of learning burnout were measured before the intervention (pretest) and after the intervention (posttest), allowing the researcher to determine the effect of the treatment by comparing the two sets of scores.

The research was conducted at SMA Negeri 3 Tegal during the 2025/2026 academic year. The participants consisted of 36 students of Class XI.8, who were selected using purposive sampling. The sample was determined based on preliminary observations, the results of an initial assessment indicating a relatively high level of learning burnout, and recommendations from the school counselor.

The primary research instrument was a psychological scale developed using a four-point Likert scale, consisting of response options ranging from strongly disagree (1) to strongly agree (4). The instrument was designed to measure students' learning burnout and was supported by observation and documentation to strengthen the research findings. Before data collection, the instrument underwent validity and reliability testing. Item validity was examined using the Pearson Product-Moment correlation, while reliability was evaluated using Cronbach's Alpha through IBM SPSS Statistics version 26. Based on the instrument testing, only valid items were retained for the main study, and the reliability coefficient indicated that the instrument possessed satisfactory internal consistency for research purposes.

The intervention consisted of classical guidance services integrated with Quizizz (Wayground) as an interactive learning medium. During the guidance sessions, students participated in educational activities, discussions, and interactive quizzes through their personal digital devices. The gamification features provided immediate feedback and encouraged students to actively participate throughout the guidance process.

Data analysis was conducted using descriptive statistics to describe students' learning burnout before and after the intervention. Prior to hypothesis testing, the normality of the data was examined using the Kolmogorov–Smirnov test. Since the data were normally distributed, the effectiveness of the intervention was analyzed using the Paired Sample t-test with a significance level of **0.05**. A significance value below 0.05 indicated that the classical guidance service using Quizizz (Wayground) produced a significant reduction in students' learning burnout.

3 RESULTS

The study involved 36 eleventh-grade students who participated in both the pretest and posttest. The pretest was administered before the implementation of classical guidance services using Quizizz (Wayground), whereas the posttest was conducted after the intervention to determine changes in students' learning burnout levels.

Descriptive analysis showed that the average learning burnout score decreased after the intervention. The mean pretest score was 116.97, while the mean posttest score decreased to 103.44, indicating an improvement in students' learning conditions after participating in the classical guidance program

Variable	Pretest	Posttest
Number of Participants	36	36
Mean	116.97	103.44
Standard Deviation	12.87	14.95

Prior to hypothesis testing, the data were examined using the Kolmogorov–Smirnov normality test. The significance values obtained for both the pretest and posttest were **0.200**, exceeding the significance level of 0.05. Therefore, both datasets were considered normally distributed and met the assumptions required for parametric statistical analysis.

Table 2. Normality Test Results

Variable	Sig.
Pretest	0.200
Posttest	0.200

Following the normality test, the effectiveness of the intervention was analyzed using the Paired Sample *t*-test. The statistical analysis revealed a mean difference of 13.53, with $t = 8.417$ and a significance value of 0.000 ($p < 0.05$). Since the significance value was lower than 0.05, the null hypothesis (H_0) was rejected, indicating that classical guidance services using Quizizz (Wayground) significantly reduced students' learning burnout.

Table 3. Paired Sample *t*-Test Results

Statistic	Value
Mean Difference	13.53
t-value	8.417
Sig. (2-tailed)	0.000

4 CONCLUSIONS

This study investigated the effectiveness of classical guidance services using Quizizz (Wayground) interactive learning media in reducing learning burnout among eleventh-grade students. The findings revealed a significant reduction in students' learning burnout after the implementation of the intervention. The average burnout score decreased from 116.97 during the pretest to 103.44 during the posttest, indicating an improvement in students' learning conditions following the classical guidance program.

The results of the Paired Sample *t*-test further confirmed the effectiveness of the intervention, yielding $t = 8.417$ with a significance value of 0.000 ($p < 0.05$). These findings indicate that the integration of Quizizz (Wayground) into classical guidance services significantly reduced students' learning burnout.

The findings highlight the importance of integrating interactive digital learning media into guidance and counseling services to improve students' engagement and learning experiences. Future studies are recommended to employ experimental designs with control groups and larger samples to strengthen the generalizability of the findings.

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