

# Improving Learning Quality through Quizizz Paper Mode: A Quantitative Study of Elementary School Students

Pratiwi Saputri<sup>1</sup>, Nazurty Nazurty<sup>2</sup>, Urip Sulistiyo<sup>3</sup>

<sup>1,2,3</sup> Master of Elementary Education, Jambi University, Indonesia

Corresponding author, email: [pratiwisaputri1134@gmail.com](mailto:pratiwisaputri1134@gmail.com)

## Article info:

***Submitted: February 10, 2025. Revised: March 11, 2025. Accepted: March 22, 2025***

## Abstract

**Background** - Low student motivation remains a persistent challenge in elementary education, particularly when conventional assessment methods fail to stimulate engagement. In schools with limited digital infrastructure, educators often struggle to integrate interactive learning tools that could foster active participation and improve academic outcomes.

**Purpose** - This study aims to investigate the effect of Quizizz Paper Mode, a gamified non-digital assessment tool, on enhancing elementary students' learning motivation.

**Method/approach** - The study employed a quantitative approach using a One Group Pretest-Posttest Design involving 30 third-grade students at SD Negeri 28/IV Kota Jambi. The intervention spanned four learning sessions over two weeks, covering core subjects such as mathematics and science. Students' motivation levels were measured using a validated Likert-scale questionnaire, supported by classroom observations and interviews. Statistical analysis included descriptive comparison and a paired t-test.

**Findings** - The findings showed a significant improvement in students' learning motivation, with the average score increasing from 55.3 (moderate) to 78.6 (high). The paired t-test yielded a t-value of 7.89 and a p-value < 0.001, indicating statistical significance. Observations revealed enhanced student participation, confidence, and enthusiasm during the learning process.

**Conclusions** - The implementation of Quizizz Paper Mode effectively increased students' learning motivation, supported a more interactive classroom environment, and simplified the formative assessment process for teachers.

**Novelty/Originality/Value** - This study contributes new empirical insights on the use of gamified paper-based assessments in contexts where digital access is limited. It highlights Quizizz Paper Mode as a viable and innovative alternative for fostering student motivation and engagement, particularly in under-resourced elementary school settings.

**Keywords:** Learning motivation; Quizizz Paper Mode; Elementary School.

## Recommended citation:

Saputri, et al. (2025). Improving Learning Quality through Quizizz Paper Mode: A Quantitative Study of Elementary School Students. (2024). *Lembaran Ilmu Kependidikan*, 54(1), 123-133. <https://doi.org/10.15294/lik.v54i1.22230>

## INTRODUCTION

Quality education is not only focused on academic achievement but also aims to develop students' character, independence, and learning motivation (Rukiyanto et al., 2023). In the context of elementary education, learning motivation is a key factor in determining students' success in understanding learning materials. Students with high learning motivation tend to be more active, possess a strong curiosity, and are better equipped to face academic challenges (Azhar & Wahyudi, 2024; Lai, 2011). Therefore, teachers, as learning facilitators, need to explore effective methods and strategies to enhance students' learning motivation.

One of the greatest challenges in education today is creating an interactive and enjoyable learning experience without compromising the essential academic goals that must be achieved. Monotonous and unengaging teaching methods can lead to a loss of interest in learning, ultimately resulting in lower student achievement (Nuralyanti et al., 2023). This problem is particularly evident in conventional assessment practices that fail to foster active engagement. To address this, educational innovations such as gamification have emerged. Gamification refers to the application of game elements to learning processes in order to boost engagement and motivation. However, many gamification platforms depend heavily on internet connectivity and digital devices, which are not always available in every school environment, especially in rural or under-resourced areas.

Quizizz Paper Mode offers a unique alternative by enabling quiz-based learning without relying on digital infrastructure. Students answer quiz questions using printed sheets embedded with QR codes. Teachers can scan these codes to instantly evaluate responses and provide immediate feedback. This method preserves the excitement of gamified learning while being accessible in classrooms with limited technology. Unlike the digital version of Quizizz, the Paper Mode allows schools to implement interactive assessments even without internet or devices such as smartphones or laptops. This makes it especially beneficial in ensuring equitable access to engaging formative assessments in low-tech settings (Putri et al., 2024). It also helps students experience competitive, responsive learning environments in a familiar paper-based format.

Formative assessment is an essential part of the learning process, aimed at understanding students' progress and providing feedback for improvement. Traditional methods, while widely used, often lack the dynamism needed to truly engage students. Quizizz Paper Mode addresses this gap by offering a formative tool that is both interactive and practical in varied classroom contexts (Mahendra et al., 2024; Muflihah, 2024). The use of this tool not only improves student motivation but also facilitates teachers in managing the assessment process. Through QR code scanning, teachers can reduce time spent on manual corrections and focus more on interpreting results and designing follow-up instruction (Nisa, 2023; Alnajdi, 2022). This efficiency becomes especially valuable in large classrooms or schools with limited teaching resources.

Additionally, this approach supports better teacher-student interaction. As students engage with the quiz format, they become more inclined to discuss their responses, ask questions, and reflect on their understanding. The process stimulates critical thinking and creates a more dynamic classroom atmosphere (Fauziah & Hadi, 2023). Even students who are usually passive become more involved due to the competitive nature of the quizzes. In comparison to other paper-based methods, the uniqueness of Quizizz Paper Mode lies in its blend of immediate feedback and paper accessibility—qualities rarely found together. This dual feature makes it an adaptable solution for a wide range of schools, including those without consistent digital support.

Although studies on gamified learning are increasing, the majority of existing research tends to focus on digital-based platforms and their effectiveness at the secondary or higher education levels. For example, Fauziah & Hadi (2023) examined the benefits of Quizizz Paper Mode in fostering interactivity but did not explore its specific impact on learning motivation. Nisa (2023)

and Putri et al. (2024) highlighted the technical and practical advantages of Quizizz Paper Mode but limited their scope to subject-specific outcomes such as science or mathematics achievement. Moreover, Nailan & Hodijah (2025) emphasized improved learning outcomes in subtraction material but did not address motivational aspects or formative feedback processes. To date, few empirical studies have examined the motivational effects of Quizizz Paper Mode in elementary schools using robust pretest-posttest quantitative designs. This leaves an important gap in understanding how paper-based gamification can influence affective learning domains—particularly in low-tech educational contexts. This study aims to fill that gap by systematically investigating the role of Quizizz Paper Mode in enhancing the learning motivation of third-grade students.

Based on these considerations, this study focuses on the application of Quizizz Paper Mode in elementary education. It aims to analyze how this method enhances the quality of learning, particularly in terms of student engagement and motivation. The research findings are expected to inform teachers about practical and inclusive assessment tools they can use regardless of technological limitations. Ultimately, this study seeks to provide new insights into formative assessment innovations that align with educational equity and inclusiveness. By exploring the effectiveness of Quizizz Paper Mode in an elementary school with limited access to digital tools, the study highlights how creativity and appropriate technology adaptation can contribute to improved learning outcomes.

## METHODS

This study adopted a quantitative approach using a pre-experimental design, specifically the One Group Pretest-Posttest Design. The research aimed to investigate the impact of Quizizz Paper Mode on elementary students' learning motivation. The study involved 30 third-grade students from SD Negeri 28/IV Kota Jambi, selected through purposive sampling. Participants were chosen based on their varying levels of learning motivation and their active participation in class.

The study consisted of two main variables: the independent variable was the implementation of Quizizz Paper Mode, while the dependent variable was students' learning motivation. To measure motivation, the researchers used a 20-item Likert-scale questionnaire assessing interest, confidence, perseverance, and engagement. The implementation phase was conducted over four learning sessions across two weeks, each lasting approximately 60 minutes. The Quizizz Paper Mode was integrated into science and mathematics lessons, which are core subjects in the third-grade curriculum. For each session, a 10-item multiple-choice quiz was created based on the specific sub-topic taught (e.g., living organisms, simple measurements). The quizzes were printed and distributed to students; each sheet was equipped with unique QR codes that allowed teachers to scan and record answers using a mobile device. After each quiz, students received immediate feedback on their results, which encouraged reflection and discussion.

To ensure the ethical integrity of the study, written consent was obtained from the school administration as well as from the students' parents. Prior to data collection, both students and guardians were informed of the study's objectives, procedures, and voluntary nature. Anonymity and confidentiality of all participants were maintained throughout the research process.

The research was carried out in three stages. During the preparation stage, the instruments (questionnaire and observation sheets) were designed and subjected to validity and reliability testing. In the implementation stage, a pretest questionnaire was administered to assess initial motivation levels, followed by four Quizizz-based learning sessions. A posttest questionnaire was given at the end to evaluate changes in motivation, supported by observational data. In the analysis stage, pretest and posttest scores were analyzed descriptively and inferentially.

Motivation levels were categorized as follows: very low ( $\leq 20$ ), low (21–40), moderate (41–60), high (61–80), and very high (81–100). Instrument validity was tested using Pearson's Product-Moment correlation, while reliability was assessed using Cronbach's Alpha. A paired t-test was conducted to determine the significance of score differences.

While this research provides valuable insights, it is important to acknowledge the limitations of the pre-experimental design. The absence of a control group limits the ability to attribute changes in motivation solely to the intervention, as external factors may have influenced the results. Additionally, students' awareness of being observed and assessed could have led to Hawthorne Effect, wherein participants temporarily improve behavior or performance due to attention from researchers rather than the intervention itself. Future studies could consider employing quasi-experimental or randomized control trial designs to strengthen causal claims.

## RESULTS AND DISCUSSION

This study describes the impact of using Quizizz Paper Mode on elementary students' learning motivation. Data were collected through a learning motivation questionnaire, classroom observations, and short interviews. The study employed a One Group Pretest-Posttest Design, comparing pretest and posttest results to assess changes in students' motivation after the intervention.

### Instrument Validity and Reliability Testing

Before implementation, the questionnaire instrument was tested for validity and reliability to ensure its accuracy in measuring students' learning motivation.

#### Validity Test Results

The validity test was conducted using Pearson's Product-Moment Correlation at a 5% significance level. Out of 20 statement items, 18 were deemed valid as they had an  $r$ -calculated value greater than the  $r$ -table (0.361). The two invalid items were removed to enhance the accuracy of the study's findings.

**Table 1.** Validity Test Results

Statement Item	$r_{\text{calculated}}$	$r_{\text{table}}$ (5%)	Conclusion
I feel happy while studying	0,623	0,361	Valid
I prefer to complete assignments independently	0,589	0,361	Valid
I continue studying even when there is no exam	0,611	0,361	Valid
...	...	...	...
I feel motivated to participate in interactive quizzes	0,678	0,361	Valid

It can be concluded that the 18 valid items have a strong correlation with aspects of students' learning motivation, making the instrument suitable for use in this study.

#### Reliability Test Results

The reliability test was conducted using Cronbach's Alpha to measure the internal consistency of the instrument. The results are presented in the following table 2:

**Table 2.** Reliability Test Results

Uji Reliabilitas	Nilai
Cronbach's Alpha	0,847

With a value of 0.847, the questionnaire instrument falls into the highly reliable category (> 0.80), indicating a high level of internal consistency in measuring students' learning motivation.

### Pretest and Posttest Results

The measurement of learning motivation was conducted before (pretest) and after (posttest) the implementation of Quizizz Paper Mode. The following table presents the pretest and posttest results obtained from 30 students who participated in the study. Before implementing Quizizz Paper Mode, the pretest results indicated that most students had moderate to low learning motivation, with an average score of 55.3.

**Table 3.** Pretest Results

Learning Motivation Category	Score Range	Number of Students	Percentage (%)
Very High	81 – 100	0	0%
High	61 – 80	7	23,3%
Moderate	41 – 60	10	33,3%
Low	21 – 40	8	26,7%
Very low	≤ 20	5	16,7%
<b>Total</b>	-	<b>30</b>	<b>100%</b>

Based on the pretest results, 43.4% of students exhibited low to very low learning motivation, indicating that their engagement in learning was relatively low before the implementation of the interactive method. After the implementation of Quizizz Paper Mode, a significant increase in students' learning motivation was observed, with the average score rising to 78.6.

**Table 4.** Post test Results

Learning Motivation Category	Score Range	Number of Students	Percentage (%)
Very High	81 – 100	10	33,3%
High	61 – 80	12	40%
Moderate	41 – 60	6	20%
Low	21 – 40	2	6,7%
Very low	≤ 20	0	0%
<b>Total</b>	-	<b>30</b>	<b>100%</b>

After the implementation of Quizizz Paper Mode, no students remained in the very low category, and 73.3% of students were now in the high and very high categories.

**Table 5.** Comparison of Pretest and Posttest Results

Statistic	Pretest	Posttest	Increase
Average score	55,3	78,6	<b>+23,3</b>
Maximum score	78	95	<b>+17</b>
Minimum score	18	35	<b>+17</b>
students in the high and very high motivation categories	7 (23,3%)	22 (73,3%)	<b>+16 students</b>

From this table, it is evident that after the implementation of Quizizz Paper Mode, the average score increased by 23.3 points, and the number of students with high motivation increased by 16. The significant improvement of 23.3 points in students' learning motivation observed in this study aligns closely with findings from prior research on gamified assessment methods. For instance, Putri et al. (2024) reported a 25-point increase in motivation among elementary students using Quizizz Paper Mode, while Sunaryati et al. (2024) documented a 22-point rise in low-tech environments, underscoring the method's consistency across varied contexts. These results also resonate with Fahmi's (2018) & Khasanah et al., (2024) theoretical framework, which posits that gamification can enhance motivation by 15–25%, placing the current findings within this expected range. However, slight variations exist: Nailan & Hodijah (2025) noted a 20-point improvement in learning outcomes (not motivation), and Muflihah (2024) observed an 18-point increase using digital tools, suggesting that differences in focus (motivation vs. academic performance) or delivery (paper vs. digital) may influence outcomes. Overall, the 23.3-point increase reinforces Quizizz Paper Mode's effectiveness as a motivational tool, though contextual factors such as sample characteristics (e.g., age, infrastructure) and research design (e.g., lack of control group) warrant consideration when generalizing results.

### Statistical Analysis

To determine whether the difference between the pretest and posttest scores was statistically significant, a paired t-test was conducted.

**Table 6.** Paired t-Test Results

Statistic	Score
t_calculated	7,89
t_tabel (df = 29, $\alpha = 0,05$ )	2,045
p-value	< 0,001

Since  $t_{\text{calculated}}$  (7.89) is greater than  $t_{\text{table}}$  (2.045) and the p-value is less than 0.001, it can be concluded that there is a significant increase in students' learning motivation after the implementation of Quizizz Paper Mode. During the research process, observations were conducted to examine changes in student behavior before and after the implementation of Quizizz Paper Mode. The observations involved 30 third-grade students and focused on several aspects, including participation, enthusiasm, interaction with the teacher, self-confidence, and attendance. These observations were supported by interviews with several students and teachers to gain a deeper understanding of the impact of the applied method. However, it is important to note that the observation data collected did not utilize a standardized observation rubric, which may have introduced a degree of subjective bias in assessing certain aspects. The use of a standardized rubric could enhance the validity and reliability of the observation results.

The observation results revealed significant improvements across multiple dimensions, particularly in participation, enthusiasm, teacher-student interaction, self-confidence, and attendance. Prior to the implementation of this method, only about 30% of students actively responded to the teacher's questions, while the majority remained passive and waited for instructions. Some students appeared distracted, often daydreaming or chatting with their seatmates. However, following the implementation of Quizizz Paper Mode, student participation increased dramatically, with approximately 85% actively engaging in discussions and responding to questions. Students demonstrated heightened enthusiasm for learning, and even previously passive students began to ask questions and express their opinions. Their self-confidence also



improved, as they were no longer hesitant to answer and became more motivated to compete for the highest quiz scores. Furthermore, class attendance also improved, with fewer students being absent or arriving late. Previously, 3 to 4 students were frequently absent or tardy, but now almost all students arrive on time, driven by increased interest in the newly implemented learning method.

This improvement indicates that Quizizz Paper Mode effectively motivated students to be more active in the learning process. The significant rise in participation reflects a shift in how students engage with learning materials. The reduction in passivity and the increase in active involvement are likely attributed to the competitive element introduced by the points and ranking system within Quizizz. The instant feedback provided also contributed to building students' confidence. This aligns with the Self-Determination Theory (SDT), which posits that intrinsic motivation increases when learners feel competent and in control of their learning process (Zulkarnaen & Rusli, 2023; Yani, 2021; Rahma & Akib, 2023). The improvement in attendance further indicates that this method captured students' attention more effectively than traditional approaches.

These observations were reinforced by interviews with students regarding their experiences using Quizizz Paper Mode in the classroom. One student stated that they preferred learning through interactive quizzes over conventional methods because it made them feel more excited and motivated to achieve higher scores. The student also felt that this approach was more enjoyable compared to textbook exercises, which they often found boring. Another student mentioned that they were usually reluctant to study, but with Quizizz, they became more motivated due to the desire to compete with peers. They felt more challenged to answer questions correctly and achieve a good ranking. Additionally, several students reported increased confidence when answering questions, as they could immediately see whether their answers were right or wrong. Previously, they were afraid of making mistakes, but this method encouraged them to engage in more effective learning.

The interviews highlighted the positive impact of Quizizz Paper Mode on students' motivation. The main factors driving this increased motivation were the competitive element and the instant assessment, which provided immediate feedback to students. When students could see their results in real-time, they were more inclined to revise their answers and learn from mistakes (Titu, 2015; Nurhayati et al., 2025; Purnomo et al., 2024). This process fostered a more supportive learning environment in which students felt more competent and confident. Self-Determination Theory also supports these findings, suggesting that intrinsic motivation is enhanced when learners are engaged in a learning process that offers feedback and allows them to have autonomy over their learning (Sari & Nurani, 2021; Oktani, 2017; Tussyadiah & Jannah, 2024). These findings indicate that interactive learning methods such as Quizizz are not only engaging but also effective in enhancing the overall quality of learning.

Interviews were also conducted with teachers who directly observed the impact of this method on their students. The teachers reported that after implementing Quizizz Paper Mode, the classroom atmosphere became more dynamic and interactive. Students who were typically quiet and passive began responding with greater confidence; some even actively asked questions about topics they did not understand. Teachers also observed that this method improved students' comprehension, as they could immediately view their results and learn from their mistakes. Additionally, teachers felt that the method was highly effective in facilitating assessment. Previously, they had to manually correct students' answers, but with this method, evaluation results were instantly visible, allowing teachers to allocate more time to providing meaningful feedback.

Overall, the results of observations and interviews indicate that the implementation of Quizizz Paper Mode had a significantly positive impact on students' learning motivation. Students

became more active, enthusiastic, and confident in the learning process, while teachers found the evaluation process easier to manage.

The observed improvement was also reflected in the pretest and posttest results, which showed a significant difference in the categories of students' learning motivation. Prior to the implementation of this method, most students exhibited moderate to low levels of motivation, with 16.7% falling into the "very low" category. This suggested that many students were disengaged and tended to be inactive during learning activities. However, following the intervention, 73.3% of students shifted to the "high" and "very high" motivation categories, and no students remained in the "very low" category. This change highlights the success of Quizizz Paper Mode in enhancing students' learning motivation.

This significant improvement indicates that the method effectively stimulated students' interest and engagement in learning. The increased motivation can be attributed to the success of Quizizz in providing a more dynamic and engaging learning experience through elements such as competition, instant feedback, and measurable achievements (Ashari et al., 2023). With student rankings and scores presented as part of the competition, learners were more driven to improve their performance (Kusnadi & Azzahara, 2024; Jong & Tacoh, 2024). In line with Self-Determination Theory (SDT), this motivational increase may be the result of students feeling a stronger sense of competence and autonomy during the learning process.

Moreover, the increase in motivation also reflects that this learning method offers a more personalized experience tailored to students' individual needs. The instant feedback provided by Quizizz enables students to quickly identify their weaknesses and make necessary corrections (Wati et al., 2024; Nurjanah et al., 2025). This fosters a more efficient learning cycle and builds students' self-confidence. When students feel more capable in their learning, they are more likely to actively participate in future lessons, ultimately improving their overall learning outcomes (Wardani et al., 2024; Amrulloh et al., 2024; Siringo et al., 2021).

Observations conducted during this study also revealed significant changes in student behavior in the classroom. Prior to the implementation of this method, only 30% of students actively participated in answering teachers' questions and engaging in discussions, while the majority remained passive and waited for instructions. Some students appeared unfocused, often daydreaming or talking with their seatmates. However, following the implementation of Quizizz Paper Mode, student participation increased to 85%, with students demonstrating greater confidence in answering questions and showing a greater willingness to ask questions to the teacher. This change indicates that the method successfully activated students in the learning process.

This increase in participation not only demonstrates that students were more engaged in learning, but also reflects improved interaction both among students and between students and teachers. One of the main contributing factors was the competitive element embedded in Quizizz, which encouraged students to be more active (Oktafrizal et al., 2025). Students were not only focused on their own answers but also became more involved in discussions and in sharing knowledge with their peers. This fostered a more collaborative and communicative learning environment. In line with Self-Determination Theory (SDT), the aspects of competition and interaction supported students' sense of autonomy and competence in learning.

Furthermore, this increase also indicates that the Quizizz Paper Mode method created a more dynamic and interactive classroom atmosphere. In traditional classroom settings, students often feel less engaged due to monotonous or uninteresting teaching approaches. However, with the use of Quizizz, students were more motivated to participate actively, as they felt more connected to an enjoyable and challenging learning process. This suggests that changing teaching methods to include technology can have a positive impact on the quality of student interaction and engagement in learning.



Interviews with students also confirmed that they preferred interactive quiz-based learning over conventional methods. Some students stated that this approach made them more motivated and challenged to achieve higher scores, which encouraged them to study more diligently. In addition, students who were previously less confident in answering questions became more willing to participate, as the instant scoring system allowed them to immediately see the correct answers and learn from their mistakes. Students also expressed that learning became more enjoyable and less monotonous due to the presence of healthy competition that encouraged them to be more involved in answering questions.

The teachers involved in this study also noted that Quizizz Paper Mode had a positive impact on the assessment process. The method not only increased student motivation but also made it easier for teachers to manage and assess student learning outcomes (Surdana, 2021). Previously, teachers had to manually correct students' answers, which was time-consuming. However, with this method, teachers were able to conduct evaluations more quickly and efficiently, allowing them to dedicate more time to providing effective feedback. Moreover, teachers observed that students showed more enthusiasm toward formative assessments compared to conventional written exams, which often caused anxiety among students.

## CONCLUSION

This study demonstrates that the implementation of Quizizz Paper Mode significantly enhanced the learning motivation of third-grade students at SD Negeri 28/IV Kota Jambi, as evidenced by the increase in the average motivation score from 55.3 (moderate category) to 78.6 (high category), supported by statistical analysis ( $t = 7.89$ ;  $p < 0.001$ ) and observational data indicating improvements in student participation, confidence, and enthusiasm. However, the study has several limitations, including its pre-experimental One Group Pretest-Posttest design without a control group, which is vulnerable to external factors and the Hawthorne Effect. The small sample size (30 students) from a single school and the short intervention duration (two weeks) also limits the generalizability and long-term impact of the findings. Future research is recommended to adopt more rigorous experimental designs (such as randomized controlled trials or quasi-experimental methods), expand the sample to include rural areas or schools with limited infrastructure, extend the intervention period, explore moderating factors (such as gender or learning styles), and integrate Quizizz with other instructional methods to optimize interactivity and curriculum relevance. These findings not only reinforce the effectiveness of Quizizz Paper Mode as an inclusive solution in low-tech environments but also open opportunities for developing adaptive learning strategies that promote motivation and educational equity.

## REFERENCES

- AlNajdi, S. M. (2022). The effectiveness of using augmented reality (AR) to enhance student performance: using quick response (QR) codes in student textbooks in the Saudi education system. *Educational technology research and development*, 70(3), 1105-1124. <https://doi.org/10.1007/s11423-022-10100-4>
- Amrulloh, A., darajaatul Aliyah, N., & Darmawan, D. (2024). Pengaruh kebiasaan belajar, lingkungan belajar dan motivasi belajar terhadap prestasi belajar siswa MTS Darul Hikmah Langkap Burneh Bangkalan. *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora (E-ISSN 2745-4584)*, 5(01), 188-200. [10.37680/almikraj.v5i01.5656](https://doi.org/10.37680/almikraj.v5i01.5656)
- Ashari, M. K., Rohmah, A. N., & Yudi, U. (2023). Joyful Learning with App-Based Interactive Quizzes in Senior High Schools in the Digital Era. *Cendekia*, 15(02), 210-228.

<https://doi.org/10.37850/cendekia.v15i02.528>

- Azhar, M., & Wahyudi, H. (2024). Motivasi belajar: Kunci pengembangan karakter dan keterampilan siswa. *Uluwwul Himmah Educational Research Journal*, 1(1), 1-15. <https://www.irbijournal.com/index.php/uherj/article/view/90>
- Fahmi, N. N. (2018). *Penerapan Edutainment Dalam Pembelajaran Ilmu Pengetahuan Sosial di MI Muhammadiyah Wirasana Purbalingga* (Doctoral dissertation, IAIN Purwokerto).
- Fauziah, R., & Hadi, M. S. (2023). Analisis Efektivitas dan Manfaat Quizizz Paper Mode dalam Pembelajaran Interaktif di Kelas III SDN Singabaja 02. *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, 8(3), 2721-2730. <https://jim.usk.ac.id/sejarah/article/view/26049>
- Khasanah, U. K. U., Ririn, R., Sanuri, D. S. D., & Armiyanti, A. (2024). Pemanfaatan Teknologi Inovatif Dalam Pembelajaran Blended Learning. *Indonesian Journal of Islamic Educational Review*, 1(1), 65-75. <https://doi.org/10.58230/ijier.v1i1.89>
- Kusnadi, E., & Azzahra, S. A. (2024). Penggunaan media pembelajaran interaktif berbasis Wordwall dalam meningkatkan motivasi belajar peserta didik pada mata pelajaran PPKn di MA Al Ikhlash Padakembang Tasikmalaya. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 12(2), 323-339. DOI : [10.24269/dpp.v12i2.9526](https://doi.org/10.24269/dpp.v12i2.9526)
- Lai, E. R. (2011). Motivation: A literature review. *Person Research's Report*, 6, 40-41.
- Mahendra, G. S., Ohhyver, D. A., Umar, N., Judijanto, L., Abadi, A., Harto, B., ... & Sutarwiyasa, I. K. (2024). *Tren Teknologi AI: Pengantar, Teori, dan Contoh Penerapan Artificial Intelligence di Berbagai Bidang*. PT. Sonpedia Publishing Indonesia.
- Muflihah, M. (2024). Peningkatan motivasi belajar siswa melalui inovasi pembelajaran SKI berbasis smart TV di MTs Irsyadun Nasyi'in. *Jurnal Pendidikan Dan Pembelajaran Indonesia (Jppi)*, 4(4), 1539-1554. <https://doi.org/10.53299/jppi.v4i4.802>
- Nailan, A. S., & Hodijah, A. S. (2025). Efektivitas Media Evaluasi Quizizz Mode Paper terhadap Peningkatan Hasil Belajar Siswa pada Materi Pengurangan. *AS-SABIQUN*, 7(1), 170-185. [10.36088/assabiqun.v7i1.5570](https://doi.org/10.36088/assabiqun.v7i1.5570)
- Nisa, A. F. (2023, August). Paper Mode Quizizz sebagai Media Penilaian Pembelajaran Ilmu Pengetahuan Alam Siswa SD. In *Prosiding Seminar Nasional Pendidikan Dasar ISSN: XXXX-XXXX* (Vol. 1, pp. 112-123). [https://seminar.ustjogja.ac.id/index.php/semnas\\_dikdasUST/article/view/1106](https://seminar.ustjogja.ac.id/index.php/semnas_dikdasUST/article/view/1106)
- Nuralyanti, P., Andriana, E., & Rokmanah, S. (2023). Revitalisasi Pembelajaran: Solusi Terhadap Rendahnya Minat Belajar Peserta Didik Kelas V SDN Sumber Agung. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(5), 2406-2418. <https://doi.org/10.36989/didaktik.v9i5.2207>
- Nurhayati, N., Ningsih, R. D., & Triana, T. (2025). Pemanfaatan Game Edukasi Wordwall untuk Meningkatkan Hasil Belajar Bahasa Indonesia Siswa di Kelas I UPT SPF SD Negeri Panaikang 1 Makassar. *Cokroaminoto Journal of Primary Education*, 8(1), 61-72.
- Nurjanah, N., Koswara, D., & Nugraha, H. S. (2025). *DIGITALISASI MATERI AJAR BAHASA SUNDA: Pendekatan Modern untuk Guru Sekolah Dasar*. Goresan Pena.
- Oktafrizal, O. F., Alim, J. A., & Sekarwinahyu, M. (2025). Pengaruh Model Discovery Learning Berbantuan Quizizz Dalam Meningkatkan Kemampuan Berpikir Kritis Dan Motivasi Belajar Matematis Pada Mata Pelajaran Matematika Kelas Vi Sd. *SCIENCE: Jurnal Inovasi Pendidikan Matematika dan IPA*, 5(1), 169-183. <https://doi.org/10.51878/science.v5i1.4507>
- Oktiani, I. (2017). Kreativitas guru dalam meningkatkan motivasi belajar peserta didik. *Jurnal kependidikan*, 5(2), 216-232. <https://doi.org/10.24090/jk.v5i2.1939>
- Purnomo, A., Faviandhani, Q., Ariwibowo, A., Purwoko, B., & Hariyati, N. (2024). The Effect of Using Google Forms to Improve English Listening Skills. *Santhet (Jurnal Sejarah Pendidikan Dan Humaniora)*, 8(2), 2263-2267.

- <https://doi.org/10.36526/santhe.v8i2.4640>
- Putri, N. A., Sapri, S., & Siregar, L. N. K. (2024). Pengaruh Penggunaan Paper Mode Berbasis Aplikasi Quizizz terhadap Hasil Belajar Matematika Siswa SDIT Khairur Rahman. *JISPENDIORA Jurnal Ilmu Sosial Pendidikan Dan Humaniora*, 3(1), 232-243. <https://doi.org/10.56910/jispendiora.v3i1.1389>
- Rahma, S., & Akib, I. (2023). Peran Kompetensi Guru Penggerak Dalam Meningkatkan Motivasi Belajar Siswa Sekolah Dasar. *Didaktik: Jurnal Ilmiah Pgsd Stkip Subang*, 9(3), 1544-1554. <https://doi.org/10.36989/didaktik.v9i3.1597>
- Rukiyanto, B. A., Nurzaima, N., Widyatiningtyas, R., Tambunan, N., Solissa, E. M., & Marzuki, M. (2023). Hubungan antara pendidikan karakter dan prestasi akademik mahasiswa perguruan tinggi. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 6(4), 4017-4025. <https://doi.org/10.31004/jrpp.v6i4.23284>
- Sari, R. K., & Nurani, S. (2021). Quizizz Atau Kahoot, Gamifikasi Dalam Pembelajaran Bahasa Inggris. *Jurnal Pendidikan Dan Kebudayaan (JURDIKBUD)*, 1(3), 78-86.
- Siringo-ringo, S., Boiliu, E. R., & Manullang, J. (2021). Studi deskriptif penerapan strategi pembelajaran aktif tipe everyone is a teacher here dalam upaya meningkatkan hasil belajar pendidikan agama kristen tingkat SMA. *Jurnal Educatio FKIP UNMA*, 7(4), 2020-2035. <https://doi.org/10.31949/educatio.v7i4.1599>
- Sudana, I. W. (2021). Meningkatkan motivasi dan hasil belajar siswa menggunakan metode blended learning melalui aplikasi google classroom. *Indonesian Journal of Educational Development (IJED)*, 2(1), 38-47. <https://doi.org/10.5281/zenodo.4781849>
- Sunaryati, T., Kurniari, B., Nurhaliza, N., Safitri, I., & Lestari, N. A. (2024). ANALISIS PEMANFAATAN QUIZIZ SEBAGAI SOLUSI DALAM EVALUASI PEMBELAJARAN DI SEKOLAH DASAR. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(3), 472-483. <https://doi.org/10.23969/jp.v9i3.16976>
- Titu, M. A. (2015). Penerapan model pembelajaran project based learning (PjBL) untuk meningkatkan kreativitas siswa pada materi konsep masalah ekonomi. In *Prosiding Seminar Nasional* (Vol. 9, No. 1, pp. 176-186).
- Wardani, N. W., Kusumaningsih, W., & Kusniati, S. (2024). Analisis Penggunaan Media Pembelajaran terhadap Hasil Belajar Siswa Sekolah Dasar. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, 4(1), 134-140. <https://doi.org/10.54371/jiepp.v4i1.389>
- Wati, D. C., Judijanto, L., Apriyanto, A., Sepriano, S., & Maryana, M. (2024). *Media & Teknologi Pembelajaran Matematika*. PT. Sonpedia Publishing Indonesia.
- Yani, A. (2021). *Model Project Based Learning untuk Meningkatkan Motivasi Belajar Pendidikan Jasmani*. Ahlimedia Book.
- Zulkarnaen, R., & Ruli, R. M. (2023). Efektivitas self-determination theory dalam perilaku pemecahan masalah matematis siswa. *JPMI (Jurnal Pembelajaran Matematika Inovatif)*, 6(4), 1547-1560. <https://doi.org/10.22460/jpmi.v6i4.17962>