THE EFFECTIVENESS OF USING QUIZIZZ TO ENHANCE STUDENTS' LEARNING MOTIVATION AT SMK MUHAMMADIYAH 4 KALISAT

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Abstract
This study aims to determine the effectiveness of using Quizizz in increasing student learning motivation at SMK Muhammadiyah 4 Kalisat. The research sample consisted of 20 students in class X DKV 1. The type of research was the development of learning media with descriptive qualitative data analysis, using the model of Matthew B. Miles and A. Michael Huberman (Miles & Huberman, 1994). The results of the data analysis show that the majority of students stated that they felt more enthusiastic about learning and felt challenged when using Quizizz as a learning medium. These findings indicate that Quizizz can be used to increase student learning motivation at SMK Muhammadiyah 4 Kalisat.
Keywords: Quizizz, Learning motivation, Learning media

Abstrak
Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan Quizizz dalam meningkatkan motivasi belajar siswa di SMK Muhammadiyah 4 Kalisat. Sampel penelitian berjumlah 20 siswa kelas X DKV 1. Jenis penelitian adalah pengembangan media pembelajaran dengan analisis data kualitatif deskriptif, menggunakan model Matthew B. Miles dan A. Michael Huberman (Miles & Huberman, 1994). Hasil analisis data menunjukkan bahwa dominan siswa menyatakan bahwa merasa lebih semangat belajar dan merasa tertantang menggunakan Quizizz sebagai media pembelajaran. Temuan ini menunjukkan bahwa media Quizizz dapat digunakan untuk meningkatkan motivasi belajar siswa di SMK Muhammadiyah 4 Kalisat.
Kata kunci: Quizizz, Motivasi belajar, Media pembelajaran

INTRODUCTION

The rapid expansion of technology in the contemporary era has become one of the hallmark features of globalization. In the educational context, learning is defined as a systematic process of guiding and equipping students with the knowledge and skills necessary to achieve instructional objectives (Wawo et al., 2025). This view is consistent with Pane and Dasopang (2017), who emphasize that learning involves providing structured assistance to students throughout the instructional process. Low student motivation is frequently linked to the use of instructional approaches that fail to engage learners effectively (Trikesumawati, 2025). In this regard, instructional media plays a

pivotal role in supporting learning activities. Media not only serves as a conduit for information delivery but also enhances the efficiency and overall effectiveness of instruction. Its strategic use can help create a more engaging and less monotonous learning environment (Khoerunisa et al., 2025). Within the current era of technological advancement, student motivation has become a critical determinant of learning outcomes. Consequently, teachers are required to make informed and innovative use of digital and interactive media to foster students' interest and support meaningful learning experiences. Teachers' creativity and pedagogical innovation are therefore essential in optimizing the potential of learning media. Ongoing developments in science and technology are expected to contribute positively to the advancement of the education sector as a whole (Sari, 2020).

Learning motivation is one of the primary factors that determines the success of instructional objectives. Without adequate motivation, students tend to become passive and less engaged in the learning process, which may result in difficulties in achieving expected learning outcomes (Hapsari et al., 2025). Students' learning motivation is influenced by both internal and external factors (Dewi et al., 2025). Therefore, educators are encouraged to design engaging instructional media that can stimulate students' enthusiasm for learning. One form of instructional media developed through recent technological advancements is *Quizizz*. Quizizz is an interactive quiz application designed to enhance students' enthusiasm and participation during learning activities. It functions not only as a narrative and flexible game-based learning tool but also as an appealing and enjoyable medium for delivering instructional content and conducting learning assessments (Fudla, 2025). According to Kurniawan (2022), the availability of Quizizz enables teachers to utilize it as an instructional medium to support the achievement of learning objectives.

Research on the use of the Quizizz application to enhance students' learning motivation has been conducted by Jong and Bayangkhariwati (2024), whose findings indicate that Quizizz-based instructional media is effective in improving students' motivation during the learning process. Their study further demonstrates that the use of Quizizz increases student engagement by fostering enthusiasm and improving quiz performance. Another study by Anyan et al. (2022) reports that the development of interactive Quizizz-based learning media at the vocational school level is highly feasible and has a significant positive impact on students' learning motivation. Based on these previous studies, the novelty of the present research lies in its focus on SMK Muhammadiyah 4 Kalisat as the specific research setting, offering a new contextual contribution to the existing body of literature on Quizizz-assisted learning.

Based on the foregoing discussion, it is evident that teachers play a crucial role in adopting or designing instructional media that are interactive and engaging to foster students' motivation, enthusiasm, and active participation in learning. Within the context of vocational education, where instructional activities emphasize the mastery of professional competencies, learning motivation becomes particularly important to ensure

that students are actively involved and able to acquire the skills required at the vocational level.Therefore, this study focuses on SMK Muhammadiyah 4 Kalisat as the research site to examine the effectiveness of Quizizz as a learning medium in enhancing students' learning motivation. Preliminary observations indicate that the Indonesian language teacher at SMK Muhammadiyah 4 Kalisat has not yet integrated Quizizz into classroom instruction, making this research both relevant and necessary for the school's instructional development.

METHOD

This study employs a learning media development design using a descriptive qualitative approach. The qualitative descriptive approach was applied to explore and analyze the responses of students at SMK Muhammadiyah 4 Kalisat toward the use of Quizizz, based on the questionnaire data collected during the study. Qualitative data analysis followed the Miles and Huberman (1994) interactive model, which consists of three main stages: data reduction, data display, and conclusion drawing/verification. The research subjects consisted of all 20 students from Grade X in the Visual Communication Design (DKV) program at SMK Muhammadiyah 4 Kalisat. The instrument used in this study was a questionnaire designed to measure the effectiveness of Quizizz in enhancing students' learning motivation. The items included questions regarding students' feelings toward the use of Quizizz, their level of motivation, activeness, enjoyment, and enthusiasm during the learning process.

RESULTS AND DISCUSSION

1. Students' Learning Motivation at SMK Muhammadiyah 4 Kalisat

Learning motivation is an internal drive that influences the extent to which students participate, pay attention, put forth effort, and maintain persistence in the learning process (Uno, 2006). According to Uno, the indicators of learning motivation include: (a) the presence of strong desire and willingness to learn, (b) learning needs and internal encouragement, (c) future expectations and aspirations, (d) recognition and appreciation in learning, (e) engaging and interesting learning activities, and (f) a conducive learning environment. Students tend to demonstrate higher levels of enthusiasm when they possess strong interest in learning (Syah, 2016). However, in recent years, the Indonesian language teacher at SMK Muhammadiyah 4 Kalisat has frequently expressed concerns regarding students' declining engagement in classroom activities. Students often become easily bored when encountering material they perceive as difficult, and they tend to quickly forget previously taught content. In response to this issue, the use of interactive and engaging learning media can serve as a potential solution. Such media may contribute to the achievement of instructional goals and enhance students' learning motivation. Based on interviews conducted with the Indonesian language teacher at SMK Muhammadiyah 4 Kalisat, it was found that Quizizz has not been utilized optimally in the learning process. This information highlights both a gap and an opportunity to implement and evaluate the use of Quizizz as a digital learning medium to improve students' learning motivation.

2. The Effectiveness of Using Quizizz as a Learning Medium to Enhance Students' Learning Motivation

According to Gagné (as cited in Sadiman et al., 2010), instructional media function as tools within the learning environment that facilitate the transfer of knowledge and serve to stimulate students' motivation during the learning process. Interactive and game-based learning media possess strong motivational advantages, as they provide immediate feedback, foster healthy competition among students, offer diverse forms of content such as images, audio, and video, and increase students' active participation. Moreover, the likelihood of students experiencing boredom during instruction is reduced, as game-integrated learning tends to create a more enjoyable and engaging classroom atmosphere, thereby enhancing students' enthusiasm for learning.

Quizizz is an interactive quiz application that can be implemented in schools because it brings multiplayer activities into the classroom and helps create a more engaging and interactive learning environment (Purba, 2019). Quizizz can be utilized as a learning medium for conducting pre-tests, post-tests, practice exercises, material reinforcement to assess students' understanding, remedial activities, homework, and various other instructional purposes (Citra, 2020). Accordingly, the use of interactive quiz-based media such as Quizizz has the potential to enhance both the intrinsic and extrinsic motivation of students at SMK Muhammadiyah 4 Kalisat. This is in line with the view of Sudiyanto and Nurfazriyah (2025), who assert that Quizizz represents an innovation resulting from technological development and can therefore be employed to support learning methods that align with the characteristics of today's learners.

Based on the research conducted at SMK Muhammadiyah 4 Kalisat with class X DKV 1 as the research subjects, the following data and analyses were obtained.

Data Set (1)

1. Is this your first time using Quizizz?
   20 responses
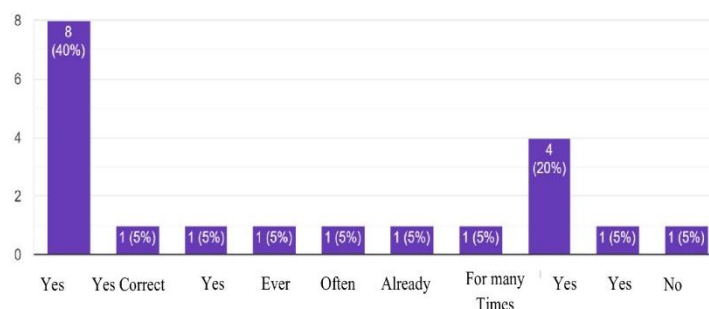
Based on the diagram above, it can be observed that most students in Class X DKV 1 at SMK Muhammadiyah 4 Kalisat were using Quizizz for the first time. Of the 20 students in the class, only 25% reported having used Quizizz prior to this study, while the remaining 75% had never used the platform. This finding indicates that the utilization of Quizizz as a learning medium has been relatively limited in this class. This condition also suggests that the implementation of Quizizz in the learning process has considerable

potential to provide students with a new learning experience. Thus, the use of Quizizz in this study functions not only as an assessment tool but also as an instructional innovation that can enrich students' learning experiences and enhance their engagement throughout the learning process.

Data Set (2)

2. If you have previously used Quizizz, when did you use it?

20 Responses
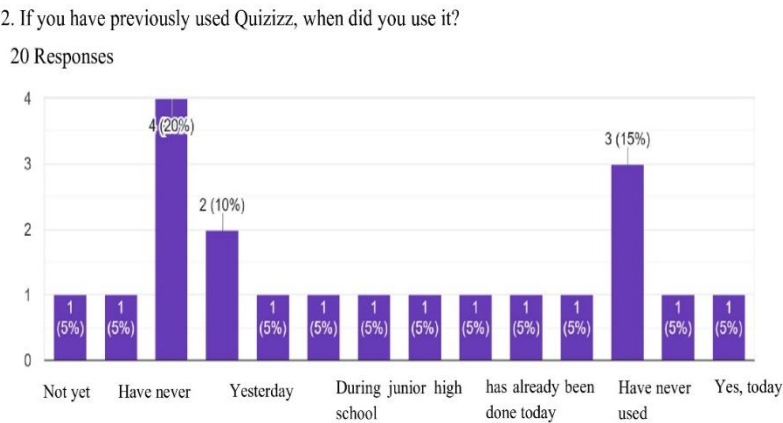
The findings from Data 1 are reinforced by the results presented in Data 2, which further indicate that the majority of students had never used Quizizz prior to this study. According to the data, 90% of students reported that they had never used Quizizz, while only 10% stated that they had previously used the platform, either during their junior high school years or on other occasions. These findings demonstrate that the use of Quizizz is relatively new for most students in Class X DKV 1 at SMK Muhammadiyah 4 Kalisat. This condition presents an opportunity for teachers to introduce and utilize the platform more systematically and effectively, thereby enhancing students' learning experiences and encouraging their motivation to engage with technology-based instruction. In other words, these data confirm that the implementation of Quizizz as a learning medium constitutes an appropriate and relevant innovation for students who are not yet familiar with the platform.

Data (3)

Question 3: *What did you feel while learning using Quizizz (e.g., happy, challenged, bored, or other feelings)?*

Response Categories

Based on the students' answers, their responses can be classified into three main categories:

CATEGORY	RESPONSE	FREQUENCY
POSITIVE FEELINGS (ENJOYMENT)	happy, very happy, extremely happy, fun, interesting, very exciting, enjoyable; learning becomes less boring; feeling more motivated to follow the lesson on LHO	11 students

	texts; more enthusiastic and not sleepy because the activity is engaging.	
CHALLENGED	felt challenged, wanted to achieve a higher score, felt highly challenged, aimed to obtain the highest score, became increasingly driven to answer the questions, wanted to become the top scorer.	6 students
NEVER USED	never used it before, first-time experience, still in the initial stage of using it.	3 students

The majority of students (11 participants) reported feeling happy, engaged, or interested when using Quizizz. A number of students (6 participants) stated that they felt challenged and were motivated to achieve higher scores. Three students indicated that they had never used Quizizz prior to this activity. The results of Data 3 demonstrate that the use of Quizizz as a learning medium elicited predominantly positive responses from students in Class X DKV 1 at SMK Muhammadiyah 4 Kalisat. Most students felt pleased and motivated, while several others experienced a sense of challenge that encouraged healthy competition during the learning process.

Data Set (4)

Question 4: *How often do you use Quizizz in your learning activities?*

Response Categories

Students' answers were grouped into several categories to facilitate analysis.

Category	Response	Frequency
Never / Rarely / Not Often	never used it before, not often, rarely/never, seldom, first time using it, just learned about it.	15 students
Sometimes / Only When Asked	maybe only when instructed to do so.	1 students
Often / Weekly	often; every week; frequently.	3 students
Unclear / Ambiguous	(no ambiguous answers other than those already categorized).	3 students

A total of 15 students reported that they had never used Quizizz or used it rarely, one student indicated that they used it sometimes or only when instructed, three students stated that they used it often or weekly, and one student gave an ambiguous or multiple response, which could be categorized as rarely/never upon further clarification. The majority of students rarely or have never used Quizizz in their learning activities. Only a small number of students use this media regularly. This finding suggests that Quizizz is still unfamiliar to most students, indicating that its implementation in the learning process could provide a new and potentially effective experience to enhance student engagement and motivation.

Data Set (5)

Question 5: Do you think the interface and instructions on Quizizz are easy to understand?

Response Categories

Students' answers were classified into two main categories: Easy to Understand and Difficult / Not Sure / Mixed.

CATEGORY	RESPONSE	FREQUENCY
EASY TO UNDERSTAND / YES	yes; yes, easy; easy to understand; easy; yes, easy; yes, easy to understand; yes, fun; yes, easy to comprehend; yes, easy; yes.	14 students
DIFFICULT / MIXED / NOT SURE	understand a little; do not know; partly easy, partly difficult.	3 students
UNCLEAR / AMBIGUOUS RESPONSES	-	1 students

A total of 14 students, or 70%, responded that Quizizz is easy to understand, while three students, or 15%, indicated that it was difficult, mixed, or they were not sure. Another three students, also 15%, provided ambiguous or unclear responses. The majority of students (approximately 70%) found the interface and instructions on Quizizz easy to understand, indicating that the platform is relatively user-friendly. Only a small proportion of students experienced difficulties or perceived unclear instructions. These findings suggest that Quizizz can be effectively used as a learning medium, although teachers should still provide initial guidance for students who may struggle to understand the instructions.

Data Set (6)

Question 6: *What is your opinion about using Quizizz in learning activities?*

Response Categories

Students' answers were grouped into several main categories: *Enjoyable / Fun*, *Easy to Understand*, *Helpful / Effective / Engaging*, and *Never Used / Not Sure*.

CATEGORY	RESPONSE	FREQUENCY
ENJOYABLE / FUN	enjoyable; very fun; fun; enjoyable and easy to understand.	5 students
EASY TO UNDERSTAND	easy to understand; clear and easy to understand; very easy to understand; can be easily understood.	5 students
HELPFUL / EFFECTIVE / ENGAGING	very effective; very beneficial as it makes the learning process more engaging; very helpful for learning; makes the learning process more interesting; increases enthusiasm; using Quizizz helps make learning activities more engaging and enjoyable; engaging; convenient and simple.	8 students

CATEGORY		
NEVER USED / NOT SURE	have never used it; do not know.	2 students

Total of five students, or 25%, responded that Quizizz was enjoyable or fun. Another five students, also 25%, stated that it was easy to understand, while eight students, or 40%, indicated that it was helpful, effective, or engaging. Two students, or 10%, reported that they had never used Quizizz or were not sure. The majority of students (approximately 90%) provided positive feedback regarding the use of Quizizz in learning activities, citing its engaging nature, ease of understanding, and its ability to make learning more interesting and effective. Only a small proportion of students (10%) had never used the platform or were unaware of it. These findings suggest that Quizizz has significant potential to enhance student motivation and engagement in the learning process.

Data Set (7)

Question 7: *Do you feel more enthusiastic or motivated when learning with Quizizz compared to other methods?*

Response Categories

Students' answers were grouped into several main categories to facilitate analysis.

CATEGORY	RESPONSE	FREQUENCY
YES, BECAUSE IT IS ENJOYABLE / FUN / NOT BORING / LEARNING WHILE PLAYING	yes; yes, because learning while playing; yes, it is fun and not boring; yes, because learning with Quizizz is enjoyable; yes, because learning while playing; yes, because it is exciting; yes, because learning is more enjoyable and not monotonous.	11 students
YES, BECAUSE IT IS EASIER / EFFECTIVE / PRACTICAL	yes, because it is easier to understand and can be used anytime and anywhere; because it is easier to answer without writing, just type; yes, because this method is easy and enjoyable; yes, because it can be easily understood.	4 students
YES, BECAUSE OF COMPETITIVENESS / MOTIVATED BY CHALLENGE	because of the competitive method; more motivated; more enthusiastic.	3 students

NEVER USED / NOT SURE / DO NOT KNOW	have never used it; do not know.	2 students

A total of 11 students reported that Quizizz was enjoyable, fun, or game-like. Four students stated that it was easier, more effective, or practical, while three students indicated that it increased motivation or fostered a sense of competition. Two students had never used Quizizz or were unsure how to use it.The majority of students felt more enthusiastic and motivated when learning with Quizizz compared to conventional methods. The primary factors driving their motivation were the platform's engaging, easy-to-use, and competitive features. Several students also emphasized its practicality and the ease of understanding learning materials. Only a small number of students had never used Quizizz or were unaware of how to utilize it. These findings indicate that Quizizz is effective in enhancing students' motivation and engagement during the learning process.

Data set (8)

Question 8: *In your opinion, what are the advantages and disadvantages of Quizizz compared to other learning media?*

Response Categories

Students' answers were classified into two main categories: advantages and disadvantages.

Advantages of Quizizz

| CATEGORY OF ADVANTAGES	RESPONSE	FREQUENCY
ENJOYABLE / FUN / NOT BORING	more enjoyable, makes learning more exciting and not boring, more fun and engaging, just fun.	9 students
PRACTICAL / EASY TO USE / SIMPLE	fun and practical, simpler, simple interface and easy to understand, easy to comprehend, easy for teachers and students to use, easy for both teachers and students to operate.	6 students
ENHANCES MOTIVATION / PROVIDES CHALLENGE	Quizizz is more challenging and has an engaging interface; it increases learning motivation; it makes students more enthusiastic about learning; engaging and enhances learning motivation.	4 students
REDUCES BOREDOM / MAKES	makes learning less boring during lessons.	1 students

	LEARNING ENJOYABLE	

Limitations of Quizizz

| CATEGORY OF LIMITATIONS	RESPONSE	FREQUENCY
REQUIRES INTERNET/ DATA	The limitations reported include the need for a stable internet connection; dependence on a reliable internet network; disruptions caused by limited data packages; and the overall reliance on internet availability. Students noted issues such as unstable connectivity, insufficient data, and dependence on network quality.	12 students
NO LIMITATIONS / NOT AWARE	I do not know and not sure	8 students

In the category of Quizizz advantages, nine students stated that the platform was enjoyable, engaging, or not boring; six students mentioned that it was practical, easy to understand, or simple; four students indicated that it increased motivation or provided a sense of challenge; and one student noted that it made learning less monotonous. Meanwhile, in the category of disadvantages, twelve students reported that Quizizz required an internet connection or mobile data, and three students stated that the platform had no noticeable drawbacks or that they were not yet aware of any. Thus, the majority of students perceived the strengths of Quizizz to lie in its practicality, ease of use, engaging nature, and ability to enhance learning motivation. The most frequently cited drawback was the need for a stable internet connection. These findings indicate that Quizizz is generally well-received as an interactive learning medium, although its effectiveness relies on the availability of adequate internet access.

Data Set (9)
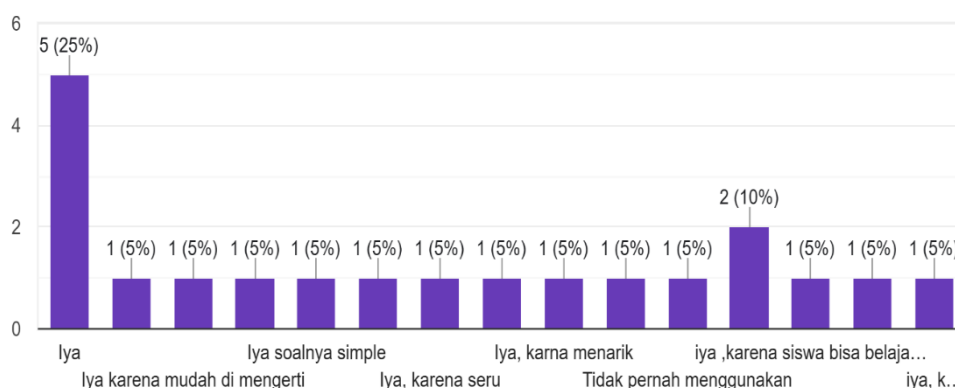
Based on the diagram above, the majority of students reported feeling more motivated to learn after using Quizizz. A total of 95% of the 20 students in class X DKV 1 stated that their interest in learning had increased, noting that Quizizz is a simple, engaging, and easy-to-understand learning medium. Meanwhile, the remaining 5% of students had never used Quizizz and therefore did not experience an increase in motivation. Based on these findings, it can be concluded that the use of Quizizz is effective in enhancing the learning motivation of students in class X DKV 1 at SMK Muhammadiyah 4 Kalisat.

Data Set (10)
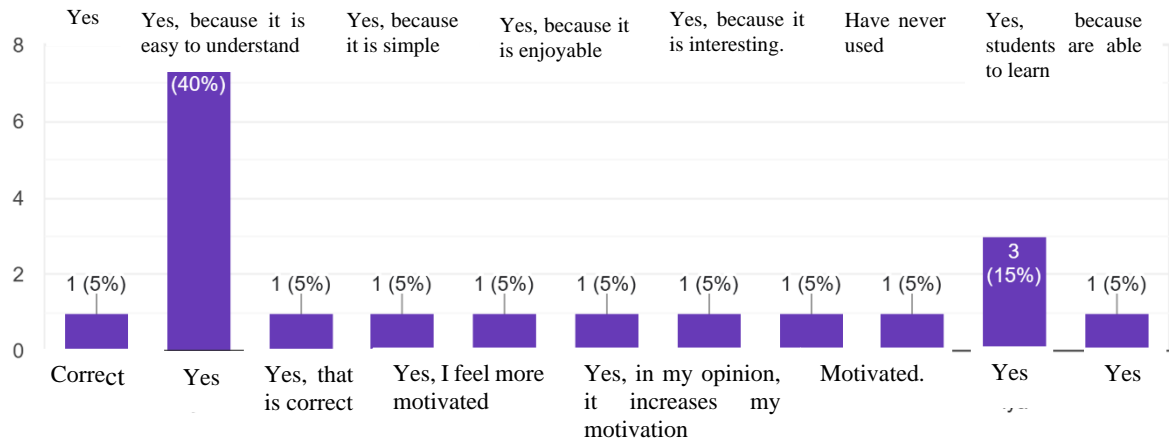
Based on the diagram above, the majority of students reported feeling challenged when using Quizizz in the learning process. A total of 95% of the 20 students in class X DKV 1 stated that they were more enthusiastic about participating in lessons when using this interactive quiz platform, while the remaining 5% had never used Quizizz and therefore did not experience the same sense of challenge. Based on these findings, it can be concluded that the use of Quizizz increases students' enthusiasm and engagement in the learning process, particularly for students in class X DKV 1 at SMK Muhammadiyah 4 Kalisat.

Data Set (11)
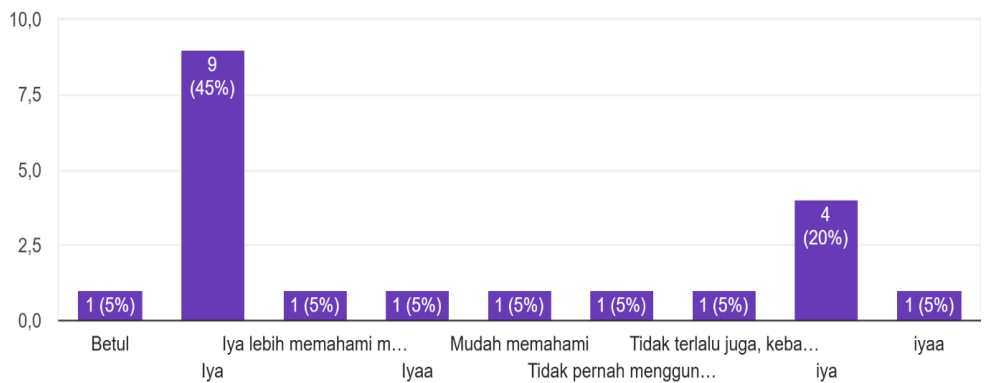
Based on the diagram above, the majority of students indicated that the features provided by Quizizz helped them understand the lesson material more easily. A total of

90% of the 20 students in class X DKV 1 reported that they were better able to comprehend the LHO text material when using Quizizz. Meanwhile, 5% of the students had never used Quizizz before, making their responses ambiguous and not fully aligned with the question. The remaining 5% stated that Quizizz did not significantly assist their understanding of the Indonesian language material. Based on these findings, it can be concluded that most students in class X DKV 1 at SMK Muhammadiyah 4 Kalisat perceive Quizizz as an effective tool for supporting their comprehension of Indonesian language learning materials.

Data Set (12)

12. Do you feel challenged to achieve a higher score on Quizizz?

20 Responses
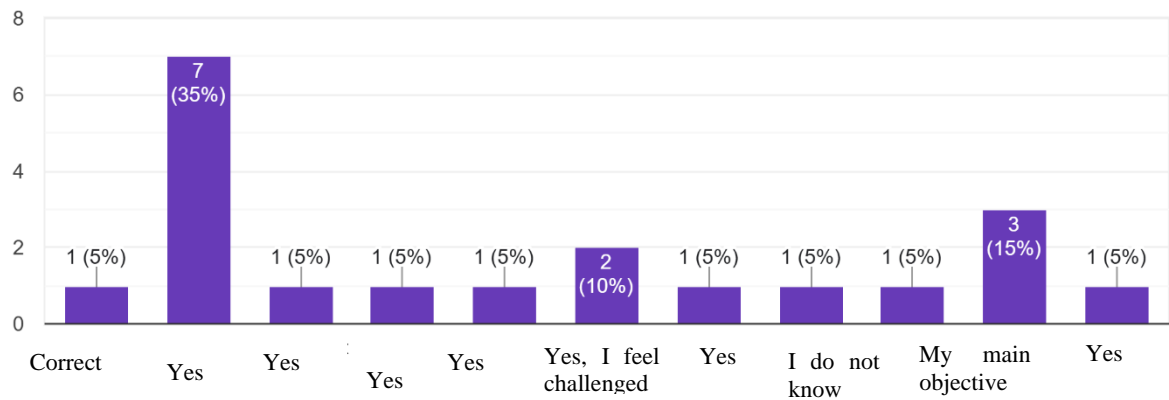
Based on the diagram above, it can be seen that the majority of students reported feeling challenged to use Quizizz in subsequent learning activities. A total of 95% of the 20 students in class X DKV 1 stated that they felt highly challenged, even expressing a desire to achieve the highest score on the Quizizz activities. Meanwhile, the remaining 5% responded that they did not know, indicating that their motivation had not yet developed and that they did not feel as challenged as their peers. Thus, it can be concluded that students in class X DKV 1 at SMK Muhammadiyah 4 Kalisat perceive Quizizz as engaging, enjoyable, easy to use, and capable of providing practical access to learning. Moreover, the platform is considered helpful in supporting their understanding of the learning material.

CONCLUSION

The use of Quizizz as an instructional medium at SMK Muhammadiyah 4 Kalisat has proven to be effective in enhancing students' learning motivation. The research data indicate that the majority of students in Class X DKV 1 felt more enthusiastic, motivated, and challenged when engaging with Quizizz during the learning process. Nevertheless, several students perceived Quizizz as less effective due to its dependence on a stable internet connection. This finding underscores the necessity for schools to provide adequate technological infrastructure to ensure that the learning process can run

optimally. In conclusion, the implementation of Quizizz successfully increased students' learning motivation at SMK Muhammadiyah 4 Kalisat.

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