

OPTIMIZING THE UNDERSTANDING OF THE VALUES OF THE HIKAYAT TEXT THROUGH INTERACTIVE MEDIA QUIZZZ: A DESCRIPTIVE QUALITATIVE STUDY AT AL-ISLAMIYAH HIGH SCHOOL

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ABSTRACT

The appreciation of classical literature, specifically hikayat texts, often faces a pedagogical impasse due to the dominance of conventional lecture methods, which induce student passivity, erode intrinsic motivation, and cause cognitive overload. This descriptive qualitative study aims to describe the operational process and impact of integrating Quizizz, a digital gamification platform, with a Discovery Learning framework and visual scaffolding to optimize comprehension of visual material. Conducted at SMA Al-Islamiyah, the study involved 30 tenth-grade students and an Indonesian language teacher. Data were gathered multi-dimensionally through semi-structured interviews, participant observation, Quizizz digital footprint extraction, and student perception questionnaires. The findings indicate that implementing Quizizz, initiated by cognitive stimulation via the "Rawa Pening" comic strip, significantly boosted enthusiasm and active participation, while creating a positive, competitive classroom atmosphere. Cognitively, the average class accuracy rate reached 70%, with the highest comprehension concentrated on social values (87%), despite lingering ambiguity in interpreting cultural values. Conclusively, these findings confirm that classical literature is no longer perceived as obsolete when contextualized through a hybrid approach that merges visual mediums, independent inquiry frameworks, and gamified evaluations highly resonant with the digital ecosystem of today's generation.

Keywords: Gamification, Quizizz, Discovery Learning, Hikayat Texts, Literature Appreciation.

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INTRODUCTION

Indonesian language and literature education plays a very fundamental function in constructing the foundation of character, subtlety of ethics, and cultural literacy in students (Humaeroh & Dewi, 2021). In the macro spectrum of the literary curriculum in high school, hikayat occupies a central position as a bridge that connects the sociological memory of the past with the reality of the present (Santoso, 2021). As an authentic representation of old Malay literary works in the form of prose, the saga does not only present narrative fiction, but contains the elaboration of stories, laws, and genealogies of descendants that can be purely fictitious, religious (religious), historical, biographical, or a combination of hybrids of these traits (Koster, 2020).

Historically and culturally, the main function of the hikayat at the time of its creation was formulated as a medium of consolation, an ideological instrument to awaken the spirit of communal struggle, or simply an art artifact to enliven social events in the palace environment and traditional society (Mukhtar et al., 2021), (Kurdi, 2019). However, when this narrative text is crudely transplanted into the modern classroom ecosystem of the 21st century, it brings with it a massive linguistic barrier. The use of archaic lexicon structures such as *syahdan*, *hatta*, *maka*, *alkisah*, and commands as well as rigid inversion sentence construction, makes hikayat a very unfamiliar entity and often alienates students (Rachman, 2023).

Behind the walls of linguistic complexity, the story actually holds a wealth of values that are very relevant for character education such as moral values, interactional social values, cultural preservation, educational values, and religious obedience (Syarnubi et al., 2021). The biggest pedagogical challenge for educators today is to engineer the process of transferring and internalizing these intrinsic values without making students feel alienated, burdened, or intimidated by the outdated architecture of language (Chanifah et al., 2021), (Akmaliyah et al., 2021). It takes a cognitive bridge that is able to translate the wisdom of the past into the cognitive frequencies of Generation Z students that are highly visual and digitized.

Empirical observations and the results of an in-depth preliminary interview with the teacher of Indonesian language at Al-Islamiyah High School, Mrs. Hanifah, reveal a pedagogical irony that is still persistent in the learning system. Learning to appreciate old literature in the field is still very dominated by a deductive approach through the method of one-way lectures and repetitive and rigid question and answer sessions (Yami, 2021). In practice, the teacher often reads a summary of the storyline in front of the class, then dictates the values contained in it prescriptively, while the student is reduced to a mere stenographer who listens and notes the points (S. Halimah et al., 2020).

This hierarchical condition creates highly asymmetrical interactions. This kind of monotonous method has been shown to clinically fail in stimulating students' critical imagination, resulting in a direct impact on low participation rates and erosion of motivation to learn (Muslim et al., 2020). When faced with a monolithic row of paragraphs without visual pauses, students tend to experience cognitive overload that leads to a loss of concentration in the first ten minutes of learning (Januarty & Ni'ma, 2018).

Furthermore, the absence of real-time feedback instruments makes educators operate in evaluative blindness. Teachers have difficulty measuring and mapping the extent to which each individual in the classroom is truly absorbing the essence of the moral and social values being taught (Syarnubi et al., 2021). Students tend to adopt a surface learning attitude, where they simply memorize the nomenclature of these values mechanically for the purposes of summative examinations, without ever going through an affective internalization process that is able to permeate into their daily behavior (Birhan et al., 2021), (Prayitno et al., 2022).

Responding to this stagnation and pedagogical crisis, classroom interventions driven by technology and cognitive psychology science are absolutely necessary. This study proposes the

integration of the Quizizz platform as a manifestation of contemporary interactive evaluation media. Based on the reflective perspective of partner teachers, the Quizizz application is considered to have a very high cultural relevance to the psychological characteristics of today's learners because it brilliantly capitalizes on gamification mechanisms such as live leaderboards, point system accumulation, avatars, dynamic interface design, and instant audiovisual feedback (Amir et al., 2023).

These elements of the game have been empirically proven in various literatures to be able to shift the evaluation paradigm; from what was initially seen by students as an anxiety-inducing "academic threat", to a fun arena of competitive challenge (Bashori et al., 2021). However, gamification in the final stage is not enough if the information transfer process (early stage) is still obsolete. Therefore, to bridge the barriers of literacy boredom in reading long prose texts, this approach combines visual stimulation in the form of comic strips with digital evaluation instruments (Listyani, 2019). The use of comic media as narrative apperception functions as a cognitive scaffolding that simplifies the storyline without reducing the complexity of the conflict or the moral values that become the substance of learning (Amalia et al., 2021).

The paradigmatic novelty of this study lies in the commitment of a hybrid approach that refuses to simply measure the quantitative end results of cognitive evaluation. Instead, this study holistically dissects the process of accepting and interpreting historical values (moral, social, cultural, educational, and religious) through a digital ecosystem (Sulistiyo et al., 2020). In contrast to various previous researches that mostly examined the use of Quizizz purely in exact subjects, foreign vocabulary, or grammatical structures, this study dares to explore the efficacy of gamification in classical literary materials that are very full of interpretation, abstract, and very interpretive.

In addition, this research article comprehensively articulates the cross-disciplinary integration between the Quizizz evaluation media, the visual literacy scaffolding (folklore comics), and the epistemological framework of Discovery Learning. Through the construction of this model, students are not fed with instant moral conclusions (anti-lectures), but are pushed into autonomous situations to "study" and "discover" for themselves the real form of the values of the story through a series of deductions from comic visuals that are then verified in real-time by technology. The essential purpose of this article is to describe in depth the operational process and structural impact of the implementation of Quizizz media on the text of the story, analyze the achievement of its cognitive accuracy, and reveal openly how this media revolutionizes the dynamics of interaction, confidence, and affective behavior of students at Al-Islamiyah High School.

METHOD

This study uses a type of descriptive qualitative research supported by the use of descriptive quantitative data as a crucial instrument to validate observational narratives (Mahmud & German, 2021). The data source in the experiential research at Al-Islamiyah High School, Pamekasan involved a population of 30 students in class X and one teacher of Indonesian subjects, Mrs. Hanifah, who acted as an expert informant as well as a collaborator. Through these sources, this study collects two main types of data, namely qualitative data obtained from the dynamics of interaction and class reflection, and quantitative data in the form of statistical figures of the digital footprint of quiz applications and scores from perception questionnaires (Al-Ansi, 2022).

The comprehensive data collection process will be carried out on May 9, 2026 by utilizing multi-faceted instruments that include exploratory semi-structured interviews, cross-visual participatory observation, dissemination of affective perception questionnaires (Guttman Scale), and extraction of digital footprint documentation (Karmina et al., 2021). Furthermore, the data analysis stage is carried out through a data triangulation mechanism to explore the depth of

meaning (*verstehen*) behind the phenomenon of students' literary anxiety in the classroom (Oktaviani & Hairunnissa, 2020). This analysis synergizes the meaning of empirical phenomena naturally with the processing of big data matrices (big data) with .csv and .xlsx extensions from the Quizizz server which includes aggregate accuracy (Overview), accumulation of individual scores (Participant Data), and metronomic time analysis of student responses (Time Data) (Ordoñez-Avila et al., 2025).

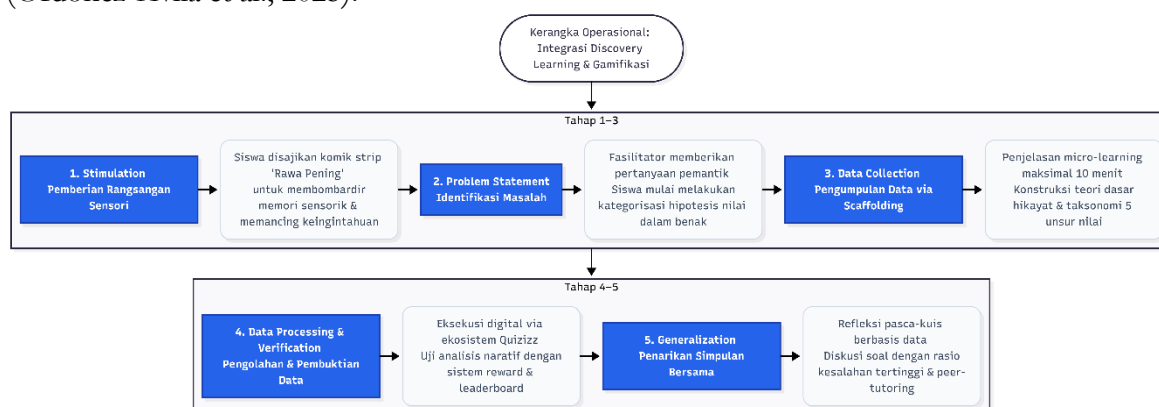


Figure 1. *Operational Framework Flowchart*

RESULTS AND DISCUSSION

1. Diagnosis of Empirical Conditions Before Innovation (Pre-Intervention)

A dissection of the results of a preliminary interview with Mrs. Hanifah and passive observation in the classroom revealed a phenomenon of structured apathy that is common in literary education in Indonesia. It was found that the teaching orientation has been too focused on solving the curriculum load through the instructional method (teacher-centered). The teacher said that when telling stories manually through declamation or the read-aloud method, the majority of students showed signs of energy depletion and acute boredom. Passive facial expressions, evaporation, and loss of focus from the whiteboard became a common sight in the tenth minute of learning (Isaac, 2019).

This condition is exacerbated by the sociological distance between the content of the material and the demographic reality of the students. The characteristics of the hymnal text, which are thick with the background of palace feudalism, the laws of authoritarian kings, and mystical mythological beliefs, do not have a cognitive meeting point with the rational and internet-connected daily lives of today's teenagers (Permatasari & Andriyanti, 2021). Furthermore, the tradition of formative evaluation based on Paper and Worksheets (Student Worksheets) is considered too mechanical. The biggest drawback of this method is the teacher's inability to conduct a real-time comprehension audit (Saefurrohman & Balinas, 2016). Educators do not have instant data on which indicators of value (moral, social, or cultural) are still failing to be digested by the class group, so correction interventions can only be carried out a few days later a delay that damages the momentum of the construction of students' memories (Findyartini et al., 2022).

2. Anatomy of Implementation Stages: Syntax of Discovery in the Digital Ecosystem

The research intervention is executed with precision by the facilitator's agent (students) through a series of maneuvers designed to dismantle the status quo of boredom.

a. Basic Concept Transmission Phase (Data Collection & Scaffolding)

This hybrid stage begins with the facilitator explaining the theoretical framework of the essence of the story in a compressed and dialogically-oriented manner (Ochs et al., 1992). Changing the old habits that dictate dozens of sliding projectors (slides), the facilitator only provided a conceptual stimulus related to the differentiation of the five

pillars of values in literature from the past: the parameters of moral values, the construction of social values of society, the nobility of cultural values, exemplary educational values, and the urgency of religious values. Conventional explanations that are assertively defended in these early minutes act as an epistemological scaffolding so that students do not experience disorientation of meaning when they are later released into the evaluation simulation (Sholihin et al., 2020).

b. Visual Approach Tactics

Reading the Comic "Rawa Dizzy" (Stimulation) Realizing that old prose block texts are the main triggers of eye and mental fatigue, the researchers incorporated radical presentation innovations. Students distributed narratives that had been modified and transposed into the form of a folklore comic strip entitled "Rawa Pening". The modification of the representation of discourse from purely alphabetic to illustrative graphics has been neurobiologically proven to be very effective in suppressing the cognitive load of participants (Azis & Hu, 2020). The use of visual color palettes, dramatic expressions of image characters, and fragmentation of stories into panels with text balloons efficiently manipulated students' focus. A class that was once passive and shrouded in apathy silence quickly transformed into a dialectical space; Students begin to point to a specific panel and discuss the bad habits of the story characters with their peers. This stimulation successfully supplies a solid contextual framing framework in the students' subconscious before they are herded into the quiz ride.



Figure 2. Documentation of students working on Quizizz questions

c. Dynamics of Interactive Evaluation via Gamification (Data Processing & Verification)

The peak of the operational manifestation of the Discovery Learning model was actualized by the distribution of room codes of the Quizizz platform through students' devices. Based on the Server attendance data (Quizizz text hikayat.xlsx - Quiz Details.csv), out of a total class population of 30 individuals, there were 23 students who successfully penetrated the login authentication process using their respective hardware. Meanwhile, there were 7 anomalous students who experienced technical friction (such as running out of data package quota or limited device RAM specifications) that required them to collaborate in pairs with their colleagues' gadgets. This phenomenon does not reduce the validity of participation, but rather thickens peer collaboration in the classroom.

3. In-Depth Analysis of Implementation Impact and Cognitive Achievement

The conversion of summative evaluation instruments into an interactive game ecosystem harvests extraordinarily rich micro-dimensional big data sets. We are no longer fumbling with assumptions, but can dissect the metrics of students' cognitive understanding microscopically.

Table 1. Macro-Analytics of Classroom Cognitive Performance Based on Quizizz Algorithm

<i>System-Based Scoring Metrics</i>	<i>Digital Track Record Results</i>	<i>Meaning Excavation and Analytical Description</i>
<i>Total Intervention Attempts</i>	23 Attempts from 22 Participants	This figure represents an almost perfect escalation of <i>active engagement</i> in the classroom isolation room (there was 1 student logging in twice/session interruption).
<i>Class Accuracy</i>	70%	It indicates that the retention percentage of classical group understanding is in the quadrant of "Quite Good" to "Satisfactory", a rapid increase compared to the conventional era.
<i>Average Speed of Problem Resolution</i>	00:02:14 (Two minutes and fourteen seconds)	Illustrating that to sweep 10 questions, students do not just play <i>Russian Roulette</i> (blind guessing), but process sentences, read options, and make logical deductions.
<i>Cognitive Elite Group (100% Absolute Scorer)</i>	6 Participants (Ali, Richo.A, Faisatul alimah, Alpin, Nabila, Laily)	Proving that the application instrument is very valid and the transfer of the concept of taxonomy has been imflawlessly internalized in one-fifth of the class population.

Source: Quizizz Server Digital Footprint Extraction Data Processing

The average accuracy (class accuracy) that is firmly perched at 70% is an impressive qualitative leap when confronted with traditional evaluation trends. A deeper dive into the Participant matrix document Data.csv reveals the birth of a massive culture of competitive advantage. The six students who dominated the leaderboard with 100% absolute accuracy (Ali, Richo.A, Faisatul alimah, Alpin, Nabila, and Laily) recorded an impressive history of information processing. This elite cognitive achievement not only shows the success of memory retention against the nomenclature and conceptual limitations of old literary values, but also proves the high elasticity of their neural precision when reading distractors under the pressure of time-pressure mechanics that are consciously applied by the system (Zainuddin, 2023). On the other hand, there are also systemic failures from user anomalies such as "Innanie m" and "Taufik" which obtained a score of 0% with a completion time of "00:00:00", which indicates an internet connectivity disruption (forced logout by the system) so that this blank-score does not solely reflect cognitive failure.

In order to explore second-order insights, the researcher deconstructed the anatomy of accuracy probability per literary value indicator spread into 10 quiz challenges.

a. The Peak of Cognitive Hegemony: Social Values of Society (Questions No. 3 and 8)

The manifestation of absolute supreme material mastery is registered in the "Social Value" analysis spectrum. In the resolution of question number 3 ("The social value in the story is seen when villagers come to the homes of young people to help..."), the probability of accuracy skyrockets to 83%. This phenomenon is even surpassed by question number 8 ("The good relationship between the main character and the villagers reflects values..."), where the level of precision breaks through the epic figure of 87%, making it the easiest question for the classroom ecosystem to digest. The analysis of this exponential surge leads us to a profound sociological conclusion: the concepts of communal interaction, altruism, and mutual cooperation have been proven to have a very intimate affective resonance with the sociological reality of the daily social life of students

in the territory of Pamekasan. Students intuitively map the life patterns of their neighbors in the real world into the framework of quiz answers. The visual scaffolding of the comic depicting the harmony of the citizens strengthens the foundation of this transfer of learning without distortion (Permadi et al., 2025).

b. Stable Consistency: A Taxonomy of Morality and Education (Questions Nos. 1, 5, and 9)

The three question items that explore these dimensions were equally successful in locking in an identical accuracy aggregate number, which was 78%. Specifically, students are able with high determination to identify diligent attitudes of helping and learning from experience as an embodiment of educational values (Question 5), as well as the logical consequences of helping each other as a tangible manifestation of morality (Questions 1 and 9). Metronomic analytical data (Time Data.csv) presents the astonishing fact that the average time per question for this moral domain question is very short, ranging from 11 seconds (Question 9) to 15 seconds (Question 1). This is in line with the theory of moral universalism which asserts that adolescent brains have an intuitive compass that is highly responsive and fast when faced with the dichotomy of the narrative of good versus bad, hero versus antagonist, so that their decision-making process operates with maximum efficiency (L. Halimah et al., 2020).

c. Abstract Interpretation Challenges: Religious Values (Questions No. 6 and 10) In clusters

"Religious Values" excavation, students' navigation accuracy degraded and was in the middle quadrant, with the percentage held at an equilibrium of 61% for both question items. Resolution number 6 ("The main character continues to pray and ask for God's help when he gets into trouble") demands the skill of abstract deconstruction. It is recorded that a small part of the student population is mired in the trap option (distractor) by categorizing it as "Social Value". This misinterpretation of the data is likely rooted in the cognitive illusion that the act of "being patient when afflicted with disaster" is a performative etiquette shown in the public realm (seen by other humans/social), when essentially the act of praying refers purely to the transcendental vertical line towards the Creator (Bukhori et al., 2022).

d. Epistemological Anomalies and Critical Points: The Paradox of Cultural Values (Question No. 4)

The most valuable observational findings that require philosophical investigation appear unexpectedly in the excavation indicator "Cultural Values" (Question No. 4: "The tradition of mutual respect in the village shows the existence of values..."). In this crucial indicator, the accuracy of the freefall class touched the lowest nadir at 43%. Nine participants recorded massively incorrect answers, and from the pattern of the distribution of trap options, it is clear that the epistemological center of confusion revolves around the inability of students to draw a demarcation line between what is identified as "Cultural" heritage and "Educational" institutions as well as the "Religious" spectrum. This drastic decline in performance gave birth to a third-order insight: There are symptoms of cognitive erosion in the late millennial young generation (Generation Z) where the boundaries of differentiation between cultural values and human ethical values (social/moral values) become increasingly blurred, faded, and ambiguous. In the context of classical literature of the past, cultural values were often constructed on the structure of feudalism, obedience to the throne, the social strata of the palace, the rites of arranged marriage, and the superstition of animism-dynamism that differed radically from their modern grammar of cognition (Toan, 2024). The keyword "Tradition" in the question seems to experience a semantic void in the minds of students. The pedagogical conclusion that can be drawn from this incident of cultural statistics is fundamental for partner teachers: In the future teaching agenda, the elements of local cultural identity in ancient

literary discourse cannot be defined in one direction, but rather demand comparative elaboration and anchoring with more concrete and sharp examples of local customary manifestations, in order to avoid overlapping meaning with moral and social ones.

4. Affective Spectrum Transformation and Behavior Modification (Student Engagement)

Measuring the operational effectiveness of an engineering learning model using horseshoe glasses of cognitive accuracy numbers alone is a scientific reduction. The true efficacy of pedagogical interventions is reflected in sociological transformations in the form of shifts in emotional behavior, fusion levels of inner engagement, and explosions of intrinsic motivation in the classroom (Sakti et al., 2024). In order to measure the thickness of this affective dimension, the researcher formulated a self-assessment instrument in the form of a closed questionnaire configured using the Guttman Scale proxy, which required the subjects to be deterministic (a YES or NO polar choice) in validating their empirical experience.

Through an analytical triangulation mechanism that juxtaposed the results of students' field observation records with questionnaire tabulations from 23 active populations, researchers reconstructed the tendency of the majority of emotional responses.

Table 2. Cross-tabulation of students' affective representations (Synthesis of Guttman Scale Indicators)

<i>Code</i>	<i>Affective Statements and Students' Cognitive Reflection</i>	<i>Majority of Votes</i>	<i>Deconstructing Psychosocial Implications</i>
<i>Q1</i>	<i>I feel very happy learning through Quizizz.</i>	Positive Consensus (YES)	The audio-visual elements of gamification successfully stimulate the release of the neurotransmitter dopamine that triggers a euphoric response.
<i>Q2</i>	<i>The explanation of the values of the story became easy for me to understand.</i>	Dominant Positive (YES)	Validating the effectiveness of verbal theoretical <i>scaffolding</i> engineering at the beginning and fusion of visual comic media integration.
<i>Q4</i>	<i>I was able to independently find the value of the story.</i>	Dominant Positive (YES)	Affectively verify the success of <i>the Discovery Learning architecture</i> in the discovery phase (<i>verification</i>).
<i>Q5</i>	<i>I can sharply distinguish the different types of values.</i>	There are anomalies (some NOT)	Mathematical consistency with mass failure, the class distinguishes the nomenclature of cultural values in the matrix of Question No. 4.
<i>Q6</i>	<i>Emotionally, I'm more excited and motivated.</i>	Positive Consensus (YES)	The implementation of the leaderboard system boosts the ambitious desire for motivation to learn.
<i>Q10</i>	<i>Using this app pumps and makes me feel more confident.</i>	Dominant Positive (YES)	The autonomy of answering on a personal screen without a judgmental gaze from the teacher destroys the sense of academic inferiority (<i>inferiority complex</i>).
<i>Q12</i>	<i>I have successfully extracted many valuable life lessons.</i>	Dominant Positive (YES)	The process of sublimation internalizes classical character values into the

architecture of the student's future reality scheme.

Integrative Analysis is adapted based on the structure architecture of questionnaires and observational data cross-sections.

Discussion

1. Interaction Dynamics Mechanism and Real-Time Feedback Efficacy

As projected and anticipated by Ms. Hanifah as a teacher's partner in the pre-research diagnostic surgery phase, Quizizz was spectacularly successful in modifying the constellation of atmosphere and emotional temperature in the classroom. The appearance of an interactive animated parade, the synchronization of background music audio effects that provide a rhythmic effect of urgency, as well as a fluctuating graph of students' names on the front projector board each time they solve the question algorithm, create a kind of vortex of sensation that combines time pressure with friendly rivalry (Zainuddin, 2023).

Researchers observed firsthand the manifestations of very radical and extreme behavioral shifting. A group of student entities that were initially described as an apathetic audience that often folded their arms and rested their heads on the gadget table while the teacher gave a literary lecture instantly experienced a change in posture. They suddenly straighten their spine, stare at the illumination of a smart device screen with highly concentrated frowns, and navigate questions with the equivalent level of finger agility and mental focus as if they were competing in a professional e-sports competitive match. The harmonious integration of the instinctive instinct of human play (*homo ludens*) with the demands of educational cognitive comprehension creates a manifestation that in the realm of psychology is referred to as the flow state syndrome in which students totalitarianly sink and dissolve and accelerate in the activity of dissecting literature without the slightest awareness of the passage of the duration of seconds of the lesson hour (Yanto et al., 2020).

Furthermore, the architecture of providing fully instant feedback (instant gratification and feedback loop) eliminates the lag that is a fatal weakness of industrial-era evaluation systems. In the traditional paper teaching ecosystem, a new student can find out the accuracy of his argument construction weeks later after the workpiece is corrected by the teacher; In that phase, the momentum to arrange cognitive improvement and brain plasticity had been swallowed up by memory forgetfulness (Wihastyanang et al., 2020). Conversely, in this platform bubble, when students press a deviant multiple choice option, an app without an emotionally judgmental tendency directly displays a sequence of red indicator screens combined with an injection of corrective information (the right option key). This automatic chain of reactions triggers the phenomenon of "error-correction based learning", a neurobiological protocol that substantially, massively, and permanently multiplies the long-term memory retention index of the participants in which the differentiation of these values lies (Amir et al., 2024).

2. Internalization of Knowledge into Life Skills Manifestation

The peak of the argument for the success of this pedagogical hybrid project is reflected in the responses of questionnaires number 11 and 12 ("Learning the values of the story through Quizizz is beneficial for the survival of my life" and "I get a lot of life lessons from the extraction of the value of the story..."). The design of these two existential question items is specially calibrated to penetrate the shell of the highest evaluation realm in the taxonomic hierarchy of character education. The success of the Discovery Learning model, which was packaged in comic wraps and wrapped in competitions, succeeded in facilitating the reconstruction of students' consciousness. They succeeded in breaking the illusion of the demarcation of the past, and realized completely that the string of sentences of ancient tales is not just a linguistic fossil of a dead monument worshipped only by historians, but an

instrument of socio-philosophical mirrors. Classical literature in reality holds a reference compass and moral navigation guidelines such as the essence of absolute patience, unyielding hard work, the supremacy of egalitarian respect between fellow human beings, and the spiritual foundation of religiosity which is in fact very sharp, relevant, and applicable in solving the problems of Generation Z's life in the midst of the jungle of social disruption of this century (Veldhuizen, 2022), (Kamenets et al., 2021).

CONCLUSION

The integration of the Discovery Learning and gamification model that combines the narrative comic "Rawa Pening" and Quizizz interactive evaluation has proven to be effective in breaking down the saturation of conventional lecture methods in learning literary appreciation. Through this hybrid approach, students are able to build understanding independently until they reach an average class accuracy of 70%. The highest cognitive achievement was concentrated in understanding social values (87%) and moral values (78%). However, critical analysis reveals a weak point in the aspect of local cultural values which only reaches 43%, a signal of a gap in understanding between students' modern realities and the order of the past that requires future scaffolding improvements.

On the other hand, this digital intervention has a great affective impact in reviving the classroom atmosphere. Quizizz's mechanical features such as live leaderboards, instant feedback, and accumulation of success points boost intellectual confidence and spark student hyper-engagement through a healthy competitive climate. Therefore, the blueprint of this innovative learning model is highly recommended to be widely adopted and replicated in various other literary genres, such as contemporary poetry, traditional drama, to modern prose. The synergy between the richness of cultural literacy and the precision of digital technology is the key to keeping the literary education ecosystem alive, adaptive, and relevant across the ages.

CONFESSION

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