

The Effect of Quizizz as a Formative Evaluation Tool in History Learning: A Study on Students at MAN 2 Kota Malang

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Abstrak: Perkembangan teknologi yang pesat dan tuntutan akan metode pembelajaran yang lebih menarik dan interaktif. Quizizz sebagai salah satu aplikasi berbasis kuis yang populer dinilai memiliki potensi untuk meningkatkan motivasi belajar siswa dan memberikan umpan balik yang cepat kepada guru. Penelitian ini bertujuan untuk mengukur efektivitas penggunaan aplikasi Quizizz sebagai alat evaluasi formatif bagi siswa pembelajaran sejarah di MAN 2 Kota Malang. Metode penelitian yang digunakan adalah pendekatan mixed-methods dengan desain eksplanatori. Data kuantitatif dikumpulkan melalui quasi-eksperimen dengan desain post-test-only control group design. Kemudian, data kualitatif dikumpulkan dengan melakukan wawancara mendalam kepada siswa dan guru untuk memahami lebih dalam faktor-faktor yang mempengaruhi efektivitas Quizizz. Hasil penelitian menunjukkan bahwa beberapa soal perlu diperbaiki agar sesuai dengan tujuan pengukuran kemampuan HOTS. Media Quizizz memenuhi kualitas sangat baik, yaitu 100% pada aspek (1) objektivitas, (2) kepraktisan, (3) adaptabilitas, dan (4) minat. Media Quizizz terbukti efektif dalam meningkatkan motivasi belajar siswa, baik secara internal maupun eksternal. Dengan skor rata-rata 88 pada kelompok eksperimen dan nilai signifikansi 0,000 pada uji t, Quizizz memberikan pengalaman evaluasi yang menarik, interaktif, dan lebih memotivasi daripada metode konvensional, sehingga menjadi alternatif yang efektif bagi guru dalam melaksanakan evaluasi formatif untuk meningkatkan motivasi belajar siswa.

Kata Kunci : Quizizz; Evaluasi Formatif; Pembelajaran Sejarah

Abstract: Rapid technological developments and demands for more interesting and interactive learning methods. Quizizz, as one of the popular quiz-based applications, is considered to have the potential to increase student learning motivation and provide teachers with fast feedback. This study aims to measure the effectiveness of using the Quizizz application as a formative evaluation tool for history learning students at MAN 2 Kota Malang. The research method employed is a mixed-methods approach with an explanatory design. Quantitative data were collected through quasi-experiments with a post-test-only control group design. Then, qualitative data were collected by conducting in-depth interviews with students and teachers to understand more deeply the factors that influence the effectiveness of Quizizz. The results of the study indicate that Several questions need to be fixed to match the objectives of measuring HOTS abilities. Quizizz media meets very good quality, namely 100% in the aspects of (1) objectivity, (2) practicality, (3) adaptability, and (4) interest. Quizizz media has been proven effective in increasing student learning motivation, both internally and externally. With an average score of 88 in the experimental group and a significance value of 0.000 in the t-test. Quizizz provides an interesting, interactive, and more motivating evaluation experience than conventional methods, making it an effective alternative for teachers in implementing formative evaluations to increase student learning motivation.

Keywords: Quizizz; Formative Evaluation; History Learning

A. Introduction

History education has an important role in forming an awareness of national identity, teaching critical understanding of the past, and building analytical thinking skills in students¹. However, the challenges in learning history are not easy, especially when educators assess students' understanding comprehensively and objectively. One step to evaluate students' understanding is to carry out formative evaluation. Evaluation aims to provide continuous feedback to students and educators regarding success and failure in learning². Formative evaluation can monitor student development periodically and provide direct feedback which is very necessary so that educators can adjust methods and strategies that are relevant to their students³.

One of the digital platforms that has an evaluation feature is Quizizz. Quizizz provides various evaluation features, and has become popular in education to support the formative assessment process. This platform offers interactive quizzes that can be accessed through digital devices and provide direct feedback to students and teachers⁴. The use of Quizizz not only makes evaluation more interactive but also increases students' motivation to learn because it presents an assessment form with an interesting game⁵. This is relevant because high learning motivation is positively correlated with learning outcomes⁶.

The need for effective digital-based formative evaluation methods is also in line with technological developments in 21st-century education. Technology-based learning is increasingly prioritized in the education system in Indonesia as an effort to increase motivation and enthusiasm for learning. Technology is used as a learning activity tool that can generate motivation and enthusiasm for learning⁷. In this context, Quizizz can be considered as a suitable tool to help students not only understand the material, but also foster motivation and enthusiasm for learning.

At MAN 2 Kota Malang, the use of technology in learning has grown. The goal is to create an adaptive and competitive learning environment worldwide. Initial observations have shown that this school environment already has digital devices that support interactive learning. However, there has been no comprehensive research on how effective this Quizizz media is in in-depth history learning activities. Therefore, this study aims to measure the effectiveness of using the Quizizz application as a formative evaluation tool in history learning for students at MAN 2 Kota Malang.

¹ Joko Sayono, "Pembelajaran Sejarah Di Sekolah: Dari Pragmatis Ke Idealis," *Sejarah Dan Budaya*, 2013, 9–17.

² (Kusaeri & Suprananto, 2012: 11)

³ (Black & Wiliam, 1998: 1)

⁴ Rani Samudra Pangestu and Fahrudin Fahrudin, "Quizizz Media As an Assessment for History Learning in the Digital Era," *Progres Pendidikan* 5, no. 1 (2024): 39–43, <https://doi.org/10.29303/prospek.v5i1.434>.

⁵ Fakhrezi Fajar and Jumardi, "The Influence of Quizizz Software in Evaluating History Learning to Assess Students' Learning Motivation at State Senior High Schools 99 Jakarta," *Paedagogia: Jurnal Pendidikan* 12, no. 2 (2023): 249–66, <https://doi.org/10.24239/pgd.vol12.iss2.413>.

⁶ Mochammad Ronaldi, Aji Saputra, and Aditya Nugroho Widiadi, "Effectiveness of Out-Class Learning at the Museum (OCAM) on Motivation and Learning Outcomes of History," *HISTORIA: Jurnal Program Studi Pendidikan Sejarah* 12, no. 2 (2024), <https://doi.org/10.24127/hj.v12i2.7966>; Siti Nurfadilah, M Fakhruddin, and Nurzengky Ibrahim, "Media Quizizz Dan Pengaruhnya Terhadap Hasil Belajar Sejarah Di SMAN 10 Jakarta," *Historiography* 2, no. 3 (2022): 364, <https://doi.org/10.17977/um081v2i32022p364-374>.

⁷ Kemendikbud, "Kemendikbud Giatkan Pembelajaran Berbasis Teknologi," Biro Kerja Sama dan Hubungan Masyarakat Kementerian Pendidikan dan Kebudayaan, 2020, <https://www.kemendikbud.go.id/main/blog/2020/02/kemendikbud-giatkan-pembelajaran-berbasis-teknologi>.

From the results of previous studies, as stated by ⁸, it is known that platforms such as Quizizz can overcome some of the weaknesses of conventional assessments, such as the limitations of direct feedback and the lack of variety in assessment methods. This study will also discuss how Quizizz features, such as leaderboards, timers, and real-time score updates, can contribute to developing more inclusive and responsive learning to student needs.

Research conducted by ⁹ has shown that the use of Quizizz can foster critical thinking skills. The use of Quizizz media can activate students in learning activities, increase interaction between students and teachers, there is an increase critical thinking skills between teachers and students in learning. Research conducted by ¹⁰ also produced a significant difference between the critical thinking skills of students who use Quizizz Learning and do not use Quizizz Learning.

The use of Quizizz has an impact on students' interest and motivation to learn. The interest and motivation of students to learn when learning activities use Quizizz, students are greatly helped in understanding the lessons taught by educators and interesting features can also increase children's learning motivation ¹¹. Research from ¹² also produced a significant difference between the interest in learning the history of students who use Quizizz learning and do not use Quizizz learning. However, research that focuses on the effectiveness of Quizizz media as a formative evaluation tool, especially in MAN 2 Kota Malang, is still limited, so this research is significant to fill the gap. Thus, the results of this study are expected to contribute to the development of innovative and relevant history-learning evaluations to the needs of the 21st century.

B. Research Method

This study uses a mixed-method approach with an explanatory sequential design. This design was chosen to obtain a comprehensive picture of the effectiveness of using Quizizz as a formative evaluation tool in history learning. With this design, research begins with the collection and analysis of quantitative data to identify general patterns, followed by more in-depth qualitative data collection to explore the results obtained from the quantitative stage ¹³.

This study consists of two stages, namely (1) quantitative data collection through experimental methods with post-test only control group design, and (2) in the form of qualitative data collection through semi-structured interviews with several students and history teachers involved in the study. The selected sample is a class that has similar characteristics based on the results of recommendations from history teachers. The first class is used as an experimental group that uses Quizizz as a formative evaluation tool, while the second class is a control group that uses conventional evaluation methods.

This study consists of two instruments, namely (1) Quantitatively by measuring learning outcomes using a multiple-choice test instrument designed to assess students'

⁸ Orhan Göksün & Gürsoy (2019)

⁹ Ramadhan & Fadly, (2024)

¹⁰ Nashar et al (2021)

¹¹ Muhammad Guruh Nuary et al., "Impact of Quizizz Learning Media in Increasing Interest and Motivation for Learning in Early Childhood Education Students," *Journal International of Lingua and Technology* 3, no. 1 (2024): 175–89, <https://doi.org/10.55849/jiltech.v3i1.600>.

¹² Ridhani et al., (2025)

¹³ W John Creswell and Vicky L Plano Clark, *Designing and Conducting Mixed Methods Research*, Sage Publication, 2018, <https://doi.org/10.1177/1937586719832223>.

understanding of historical material. The test questions are arranged based on relevant competency standards and learning indicators and have been tested for validity and reliability ¹⁴. (2) Qualitatively, semi-structured interviews are used as a qualitative instrument to explore students' and teachers' experiences of using Quizizz. The interview guide was designed with a focus on students' perceptions of the attractiveness, ease of use, and motivational effects of the Quizizz platform.

Data analysis was conducted quantitatively and qualitatively. Quantitative data analysis was conducted using descriptive and inferential statistical tests by measuring differences in learning motivation between the experimental and control groups. Then qualitative data analysis used a thematic analysis approach. Each interview transcript was coded to identify key themes related to effectiveness, learning motivation, and challenges and ease of use of Quizizz in history learning.

C. Result and Discussion

1. Research Result

This research was conducted in classes XE-14 and XE-15 on October 2-13, 2024. This study tested the effectiveness of Quizizz as a formative evaluation tool in history subjects. The material tested was "basic knowledge of history" which included the following topics:

1. History and the benefits of learning history.
2. Elements of humans, space, and time, as well as the concept of synchronic and diachronic thinking in history.
3. Elements of Change and Continuity in historical events.
4. History as Science, Events, Stories, and Art.
5. Facts, sources, and evidence and their relation to historical research methods and historiography.

The grid of questions tested is as in Table 1.

Table 1. Quizizz Question Grid

N	Question Indicator	Topic	Cognitive Level
1	Given a text about the meaning of history, students are able to analyze various definitions of history and choose the most comprehensive definition	1	C4
2	Given a text of a short history of an event, students can analyze the concept of space and time in a historical event.	2	C4
3	Given a table of events, students can compare, differentiate, and conclude the synchronic and diachronic approaches in analyzing historical events	2	C5
4	Given a table of events, students can compare, differentiate, and conclude the synchronic and diachronic approaches in analyzing historical events	2	C5

¹⁴ Mochammad Ronaldy Aji Saputra and Joko Sayono, "Analisis Butir Soal Ujian Mapel Sejarah (Peminatan) Kelas XII Di MAN Sumenep Tahun Ajaran 2021/2022," *Jurnal Pendidikan Sejarah Indonesia* 5, no. 2 (2022): 171–90; Eko Putro Widoyoko, *Evaluasi Program Pembelajaran* (Yogyakarta: Pustaka Pelajar, 2017); Kusaeri and Suprananto, *Pengukuran Dan Penilaian Pendidikan*.

5	Given a picture, students can carefully conclude an event's elements of change and continuity.	3	C5
6	Given a picture, students can carefully conclude an event's elements of change and continuity.	3	C5
7	Given a text, students are able to develop comprehensive thinking by carefully analyzing history's various roles as a science, story, and art.	4	C4
8	Given a text, students are able to develop comprehensive thinking by carefully analyzing history's various roles as a science, story, and art.	4	C4
9	Given a text and a table, students are able to compare 2 family histories with various sources in history and interpret them well.	5	C5
10	Presented with text and tables, students are able to compare 2 family histories with various sources in history and interpret them well.	5	C5

Information

1. History and the benefits of learning history.
2. Elements of humans, space, and time, as well as the concept of synchronic and diachronic thinking in history.
3. Elements of Change and Continuity in historical events
4. History as Science, Events, Stories, and Art
5. Facts, sources, and evidence and their relation to historical research methods and historiography

Source: Researcher, 2024

The type of questions tested is multiple choice with HOTS level. The class-tested is class XE-14 as the control class because the completeness of the infrastructure is still not there. Class XE-14 uses it manually using paper. Then for class XE-15 as an experimental class because it is supported by complete infrastructure, the Quizziz media trial was conducted in this class. The results of the experimental trial have been known as the results of the item analysis as in Table 2.

Table 2. Item Analysis Results

N	Validity	Reliability	Dificulty Level	Distinguished Power
1	0,269	0,654	0,853	-0,059
2	0,509		0,794	0,294
3	0,569		0,706	0,353
4	0,558		0,647	0,588
5	0,418		0,882	0,118
6	0,253		0,794	0,176
7	0,556		0,588	0,471
8	0,381		0,588	0,118
9	0,343		0,706	0,471
10	0,072		0,147	0,059

Source: Researcher, 2024

The data in Table 2 can be concluded, namely:

1. Validitas: questions number 1, 6, and 10 are invalid because they do not reach the standard, which is 0.30. Then questions number 2, 3, 4, 5, 7, 8, and 9 are valid because they reach the standard.
2. Reliabilitas: the 10 questions are reliable and consistent because they are more than 0.60.
3. Distinguished Power: questions number 1, 5, 6, 8, and 10 need to be revised totally because they reach a number less than 0.20. Then questions number 2 and 3 need minor revision because they reach a number between 0.20-0.30. Then questions number 4, 7, and 9 can be used because they reach a number more than 0.30.
4. Difficulty Power: easy category questions on numbers 1, 2, 3, 5, 6, and 9. Medium category questions on numbers 4, 7, and 8. Difficult category questions on number 10.

After the questions were analyzed, a media feasibility test was conducted by 4 teacher educators. There were 4 components assessed, namely objectivity, practicality, adaptiveness, and interest. The results of the feasibility test are as in Table 4.

Table 4. Media Evaluation Feasibility Test by History Teacher

No	Component	Indicator	Percent Total
1	Objectivity	The assessment is not influenced by the assessor's factors	100
		The assessment criteria are clear and easy	100
2	Practicality	Easy to use	100
		The processing process does not take a long time	100
3	Adaptive	Can be adjusted to conditions	100
		Can be used in various situations	100
4	Interest	Attracts interest in participating	100
		The use of media can foster enthusiasm for working on	100
Mean			100

Information

1. Range of values (0-20: not good, 21-40: lacking, 41-60: sufficient, 61-80: good, and 81-100: very good)

Source: Researcher, 2024

Table 4 produces overall data with an average of 100. The data is assessed based on 4 components, namely (1) objectivity with an average value of 100, (2) practical with an average value of 100, (3) adaptive with an average value of 100, and (4) interest with an average value of 100. Overall it can be interpreted as very feasible.

Then 30 students responded that this media was feasible because the overall value was 100. The feasibility is based on 4 components, namely (1) objectivity with an average value of

100, (2) practicality with an average, (3) adaptive with an average value of 100, and (4) interest with an average value of 100. The results of the feasibility test are as in Table 5.

Table 5. Media Evaluation Feasibility Test by Student

N	Component	Indicator	Percent Total
1	Objectivity	The assessment is not influenced by the assessor's factors	100
		The assessment criteria are clear and easy	100
2	Practicality	Easy to use	100
		The processing process does not take a long time	100
3	Adaptive	Can be adjusted to conditions	100
		Can be used in various situations	100
4	Interest	Attracts interest in participating	100
		The use of media can foster enthusiasm for working on	100
Mean			100

Information

1. Range of values (0-20: not good, 21-40: lacking, 41-60: sufficient, 61-80: good, and 81-100: very good)

Source: Researcher, 2024

After the media was tested for feasibility, the researcher measured the effectiveness of the Quizizz media on students' learning motivation through the post-test stage. The results have a significant impact when viewed from the experiment results between the experimental and control groups as in Table 6.

6. Post-Test Learning Motivation Results

N	Statement	Learning Motivation	
		Experiment Group	Control Group
1	After taking the evaluation using Quizizz/ conventional, I am more interested in learning history.	91	56
	I feel proud if I can solve history questions well.	91	56
	I am motivated to learn history more deeply after taking the evaluation session.	91	56
	The evaluation makes me feel challenged to think more critically.	91	56
2	The evaluation using Quizizz/conventional makes the learning atmosphere more fun and interesting.	83	31
	I feel more enthusiastic about	83	29

learning history when I get good grades on the evaluation.		
The support of my friends motivates me to be more serious about learning history.	83	30
I feel encouraged to study history more diligently because of the prizes or appreciation from the teacher.	91	31
Mean	88	43
Data Normality	0,159	0,192
t-test result	0,000	

Information

1. Intern Motivation
2. Exstern Motivation
3. Range of values (0-20: not good, 21-40: lacking, 41-60: sufficient, 61-80: good, and 81-100: very good)

Source: Researcher, 2024

In Table 6, the average value of the entire experimental group is 88 with a very good category, and the control group is 43 with a fairly good category. Both data produce values more than 0.05 (0.159 and 0.192) which means they are normally distributed. Then the results of the t-test analysis produce data 0.000 which means there is a significant difference. The results of the t-test can conclude that there is effectiveness of quizizz media as a formative test instrument on student learning motivation.

After collecting quantitative data, the researcher collected qualitative data generated through interviews. The interviews produced information obtained from teachers and students. The results of the interviews can be summarized in the matrix as in Table 7.

Table 7. Interview Result Matrix for Teachers and Students

N	Indicator	Research Subject	
		Teacher	Student
1	Objectivity	<ul style="list-style-type: none"> - The evaluation results are more objective because of the random question feature. - The scores appear immediately and according to the student's ability. 	<ul style="list-style-type: none"> - Immediate results are visible, providing challenges for students. - Results reflect students' abilities and show where mistakes lie.
2	Practical	<ul style="list-style-type: none"> - Easy to use by teachers and students. - Flexible time settings for evaluation. 	<ul style="list-style-type: none"> - Easy to access and use, but sometimes internet is a problem.
3	Adaptive	<ul style="list-style-type: none"> - According to the needs of various student and class characteristics. - Can be used in online and offline learning situations. 	<ul style="list-style-type: none"> - Flexible to use. - Can be used anytime to improve grades or learn more.

4	Interest	<ul style="list-style-type: none"> - Gamification features (music, leaderboard) motivate students. - Make learning more fun and interactive. 	<ul style="list-style-type: none"> - Music and leaderboards motivate students. - Gamification elements make the assessment feel like a game, increasing student motivation and focus.
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Source: Researcher, 2024

The matrix in Table 5 provides the conclusion that teachers and students agree that Quizizz is an objective, practical, adaptive, and interesting formative evaluation media. However, the challenge of internet connection is a major obstacle that needs to be considered for optimizing use.

2. Discussion

a. Quality of Formative Questions from Quizizz Media

This study aims to measure the effectiveness of Quizizz media as a formative evaluation tool in history learning at MAN 2 Kota Malang. The analysis was conducted on 10 questions discussing material on basic knowledge of history with the HOTS (Higher Order Thinking Skills) category, especially at the cognitive levels C4 (Analyzing) and C5 (Evaluating) based on Bloom's taxonomy. Compiling HOTS questions helps students develop critical and reflective thinking skills that are essential in history learning.

From the results of the validity analysis, it is known that of the 10 questions tested, namely (1) Invalid Questions: Numbers 1, 6, and 10, and (2) Valid Questions: Numbers 2, 3, 4, 5, 7, 8, and 9. Question validity is the extent to which an instrument measures what should be measured¹⁵. Invalid questions must be revised to ensure that the instrument accurately measures students' HOTS abilities.

The reliability value of the question is 0.60, which indicates that the instrument has a sufficient level of consistency. Reliability figures between 0.60–0.70 are considered adequate and consistent¹⁶. These results indicate that although the instrument is quite consistent, improvements are needed to increase the quality of reliability to a higher level.

The results of the discriminatory power analysis are known from the 10 questions tested, namely (1) must be completely revised on numbers 1, 5, 6, 8, and 10, (2) minor revisions on numbers 2 and 3, and (3) can be used on numbers 4, 7, and 9. Discriminatory power measures the extent to which questions can distinguish between high and low-ability students¹⁷. Questions that need total revision tend not to be able to effectively distinguish student abilities, so substantial improvements are needed.

The results of the difficulty level analysis show, namely (1) easy category: numbers 1, 2, 3, 5, 6, and 9, (2) medium category: numbers 4, 7, and 8, and (3) difficult category: number 10. Identification of the level of difficulty is used to diagnose student abilities¹⁸. The results of this question indicate that most of the questions are still relatively easy, which means that the level of difficulty needs to be increased to comply with the HOTS principle.

¹⁵ (Arikunto, 2012: 79)

¹⁶ Saputra and Sayono, "Analisis Butir Soal Ujian Mapel Sejarah (Peminatan) Kelas XII Di MAN Sumenep Tahun Ajaran 2021/2022."

¹⁷ (Kusaeri & Suprananto, 2012: 175)

¹⁸ (Kusaeri & Suprananto, 2012: 174)

Overall, this study provides implications and recommendations, namely (1) revision of invalid questions, (2) increasing discriminatory power, and (3) variation in the level of difficulty. By improving the quality of questions, formative evaluation can be more effective in measuring HOTS abilities. Good HOTS questions will challenge students positively, increase in-depth understanding, and foster a sense of achievement.

b. Quizizz Media Quality

The results of the Quizizz media quality analysis show high quality in supporting formative evaluation. This is shown from the results of the trial to teachers and students. The trial was assessed with a score of 100% for important aspects such as objectivity, practicality, adaptiveness, and interest.

Objectivity refers to the consistency of assessment that is not influenced by teacher subjectivity or other factors. Quizizz supports objectivity because the system automatically gives scores based on correct and incorrect answers without human intervention. A good evaluation instrument must be objective to provide fair results for all students¹⁹. Quizizz provides advantages, namely that the assessment is carried out automatically and in real-time, reducing the potential for assessment bias compared to manual correction, and ensuring consistency in assessment for all students.

Quizizz is considered practical because it is easy to use by teachers and students, both in the process of creating questions and implementing evaluations. Media must be practical to implement in various learning situations. The advantages of Quizizz are that it can be accessed via various devices such as computers, tablets, and mobile phones, and it saves time in compiling, implementing, and assessing formative evaluations.

Quizizz has an adaptive nature, which allows teachers to adjust questions according to learning needs and student competency levels. Effective learning must be adaptive to meet the diverse needs of students²⁰. Adaptively, this media can be timed and provide feedback as needed.

Quizizz is considered attractive by students and teachers because of its interactive features, such as gamification, leaderboards, and various visual themes. Leaderboards, timers, and real-time score updates can contribute to the development of more inclusive and responsive learning to student needs²¹. Musical instruments, leaderboards, and gamification make assessments feel like a game, increasing student motivation and focus.

c. The Effect of Quizizz Media on Student Motivation

The results of the study have provided a clear picture of the positive influence of using Quizizz media on students' learning motivation. This can be shown by the significant difference between the motivation of students who use Quizizz media and students who use conventional methods. The Experimental Group (using Quizizz) got a score of 88 which is categorized as very good, and the Control Group (using conventional methods) only got a score of 43, which is categorized as quite good. This score includes students' internal and external motivation.

¹⁹ (Arikunto, 2012: 75)

²⁰ Mochammad Ronaldi Aji Saputra, Meytikasari Dwijayanti, and Suryadi, "Menuju Pembelajaran Yang Efektif: Menelaah Hubungan Gaya Belajar Dan Motivasi Belajar Terhadap Hasil Belajar Peserta Didik Di MAN 2 Kota Malang," *Sociocouns: Journal of Islamic Guidance and Counseling* 4, no. 1 (2024): 29–46, <https://doi.org/10.35719/sjigc.v4i1.128>.

²¹ Orhan Gökşün and Gürsoy, "Comparing Success and Engagement in Gamified Learning Experiences via Kahoot and Quizizz."

The motivation to learn the history of these students arises both internally and externally²². Internal motivation arises when students are more intrinsically motivated to learn when using Quizizz because of the interactive elements, challenges, and direct scores. External motivation is generated by factors such as leaderboards, competition between students, and real-time feedback providing incentives. Fostering external learning motivation can be encouraged according to the problems experienced, such as giving prizes or praise²³. Quizizz provides leaderboard features, and gamification that makes assessments feel like a game, thus increasing learning motivation.

The t-test results showed a value of 0.000, which means there is a significant difference between the experimental group and the control group. This value is smaller than the significance level of 0.05, which indicates that the use of Quizizz has a significant effect on increasing student learning motivation. This value proves that the Quizizz media is effective in increasing student motivation compared to conventional methods. Students feel more enthusiastic and excited when working on formative evaluation questions with more modern and interesting media. Motivating students can foster better learning outcomes, thus indicating that the learning process activities are good and effective²⁴.

D. Conclusion

The use of Quizizz media has proven effective in increasing student learning motivation, both internally and externally. With a score of 88 in the experimental group and a significant value of 0.000 in the t-test, it can be concluded that Quizizz provides an interesting, interactive, and more motivating evaluation experience than conventional methods. Thus, Quizizz can be an effective alternative for teachers in implementing formative evaluations to increase student learning motivation. However, it is necessary to improve the quality of questions, optimal use of features, and the implementation of supporting learning strategies.

E. Acknowledgment

The researcher would like to thank Dr. H. Samsudin, M.Pd, as the Head of MAN 2 Kota Malang, Mr. Prof. Dr. H. Agus Maimun, M.Pd, as the Head of the MAN 2 Kota Malang Committee, and Mrs. Anita Yusianti, M.Pd, as the Deputy Head of Curriculum, who have supported this research. Fellow history teachers at MAN 2 Kota Malang have helped a lot and also contributed some thoughts to carry out this research.

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²² Elsy Ramatika Ayu and Zafri, "Analisis Motivasi Belajar Sejarah Dan Pentingnya Rasa Cinta Tanah Air Dalam Diri Siswa SMA Pertiwi 1 Padang," *Puteri Hijau : Jurnal Pendidikan Sejarah* 8, no. 1 (2023): 250–54, <https://doi.org/10.24114/ph.v8i2.>; Ricu Sidiq et al., "Strategi Guru Mata Pelajaran Sejarah Untuk Meningkatkan Pemahaman Siswa Terhadap Pelajaran Sejarah Melalui Media Sosial Instagram Di SMA Swasta Cahaya Medan," *Puteri Hijau : Jurnal Pendidikan Sejarah* 8, no. 1 (2024): 359–67, <https://doi.org/10.24114/ph.v8iX.51652>.

²³ Ayu and Zafri, "Analisis Motivasi Belajar Sejarah Dan Pentingnya Rasa Cinta Tanah Air Dalam Diri Siswa SMA Pertiwi 1 Padang."

²⁴ Aji Saputra, Dwijayanti, and Suryadi, "Menuju Pembelajaran Yang Efektif: Menelaah Hubungan Gaya Belajar Dan Motivasi Belajar Terhadap Hasil Belajar Peserta Didik Di MAN 2 Kota Malang."

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