

Constructivism Based Quizizz in Improving Social Studies Learning Activities and Outcomes

Maria Ulfah¹, Rusi Rusmiati Aliyyah²

^{1 2}Universitas Terbuka, Tangerang Selatan - Indonesia

Corresponding Author : mariabahri96@gmail.com

Received:	Reviewed :	Accepted :	Published :
15 May 2025	20 June 2025	29 June 2025	30 June 2025
DOI	https://doi.org/10.47625/fitrah.v16i1.1006		

ABSTRACT

This study aims to analyze the increase in student learning activities and outcomes through the use of the constructivism-based Quizizz application in social studies subjects on Local Wisdom material at SMPN 7 Bima City. The research used a qualitative approach with descriptive methods. Data collection techniques include interviews, observation, and documentation. The research subjects consisted of 25 students in class IX-A. Before the use of Quizizz, the average student pretest score was 52, and increased to 80 on the posttest after learning using Quizizz, showing a significant increase in learning outcomes. In addition, student learning activities also increased, shown through indicators of learning independence, motivation and enthusiasm, cooperation between students, and active participation in taking quizzes. The interactive and gamification features in Quizizz create an interesting and competitive learning atmosphere, encouraging students' active involvement and building their understanding independently. Key constraints such as limited internet access and devices were overcome through training, use of computer labs, and infrastructure improvements. Overall, Quizizz proved to be an effective learning medium in supporting technology-based learning.

Keywords: *Constructivism, Quizizz, social studies, activity, learning*

PENDAHULUAN

Teachers in the modern era not only serve as conveyors of information, but also as facilitators who are adaptive to the developments of the times and advances in technology¹. In the context of 21st century education, educators are required to deliver innovative learning that encourages active student participation, creates a pleasant learning atmosphere, and improves the quality of learning outcomes². However, in practice, learning in schools is still largely dominated by a teacher-centered approach, resulting in students being less involved and tending to be passive. This has an impact on decreasing motivation and causing boredom in learning. Therefore, it is important for educators to build more dynamic interaction patterns so that students are encouraged to become active and motivated independent learners³.

Social Studies (IPS) plays a strategic role in shaping students' character, social awareness, and cultural understanding. One crucial aspect of IPS learning is local wisdom, which serves not only as a source of knowledge but also as a medium for instilling cultural values, social norms, and collective identity within a community. Through the study of local

¹ Eneng Mardiana, «Karakteristik Dan Peran Guru Sebagai Fasilitator Pembelajaran Abad 21 Di Sekolah Dasar», *Pendas : Jurnal Ilmiah Pendidikan Dasar* 09, fasc. 4 (2024).

² Rike Andriani e Rasto Rasto, «Motivasi belajar sebagai determinan hasil belajar siswa», *Jurnal Pendidikan Manajemen Perkantoran* 4, fasc. 1 (14 gennaio 2019).

³ Maryana Tambunan et al., «Peran Guru Sebagai Fasilitator Dalam Meningkatkan Kemandirian Belajar Siswa Sekolah Dasar», *Pendas : Jurnal Ilmiah Pendidikan Dasar* 09, fasc. 4 (2024).

wisdom, students are expected to be able to recognize, understand, and appreciate the culture and traditions that develop in their environment. Unfortunately, various studies show that students' learning activities in understanding local wisdom material are still relatively low, which ultimately impacts suboptimal learning outcomes.

Some factors suspected to be causing the low effectiveness of local wisdom learning include limited variety in teaching strategies, minimal student involvement in the learning process, and limitations in the learning media used. In this context, the use of digital technology becomes a relevant and promising alternative⁴. Interactive learning applications such as Quizizz offer innovative solutions with a gamification approach, varied questions, and immediate feedback that encourages active student engagement. The use of Quizizz as a medium for measuring learning outcomes in social studies subjects can boost enthusiasm and increase active student participation during the learning process⁵.

Quizizz supports the constructivist approach, which emphasizes the active role of students in building knowledge through direct experience, exploration, and social interaction. Features such as interactive presentations, real-time assessment, and game-based learning environments create a motivating and participatory learning atmosphere. The use of Quizizz encourages students to engage more deeply, think critically, and reflect on their understanding throughout the learning process. This approach has proven effective in enhancing engagement and learning outcomes across various classroom contexts⁶.

Low student achievement in social studies is not only related to individual ability, but is also greatly influenced by the teaching approach used in the classroom. Methods that do not actively engage students often make the material seem boring and difficult to understand. For this reason, the integration of digital learning applications with a constructivist approach is an effective alternative in overcoming this challenge. By providing students with the opportunity to build their own understanding through exploration, interaction, and hands-on experience, this approach enhances motivation and fosters a deeper comprehension of concepts. The use of digital media such as Quizizz, which offers interactive content and real-time feedback, significantly contributes to increased participation and learning outcomes, particularly in IPS lessons focused on local wisdom⁷.

This study was conducted to explore and analyze the extent to which the use of the constructivist-based Quizizz application can improve student activity and learning outcomes in social studies lessons on local wisdom. This study also aims to analyze the obstacles that may arise during its implementation in the classroom. Through this research, it is hoped that contributions will emerge toward the development of more innovative, contextual, and relevant learning strategies in the digital age, particularly in enhancing students' active engagement and achieving more optimal learning outcomes. Innovative learning approaches are essential to address the challenges of 21st-century education. In this regard, the use of digital technology

⁴ Rina Dianti, Endie Riyoko, e Kabib Sholeh, «Implementasi Pembelajaran Ips Berbasis Aplikasi Quizizz Pada Pembelajaran Abad 21 Di Sd Negeri 89 Palembang», *Didaktik : Jurnal Ilmiah PGSD STKIP Subang* 9, fasc. 3 (13 agosto 2023): 1428–1440

⁵ Juni'ah, «Pemanfaatan Quizizz sebagai Alat Evaluasi Hasil Belajar Siswa pada Mata Pelajaran IPS Kelas V SD», *Didaktika* 4, fasc. 2 (2024).

⁶ Neviyarni² Rober Sandra¹, «Perkembangan Ilmu Psikologi Belajar dalam Mendukung Praktik Bimbingan Konseling di Abad 21; Behavioristik ke Konstruktivisme», 13 maggio 2025.

⁷ Wahyu Bagja Sulfemi, «Model Pembelajaran Kooperatif Mind Mapping Berbantu Audio Visual Dalam Meningkatkan Minat, Motivasi Dan Hasil Belajar IPS», *Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia* 4, fasc. 1 (2019).

as a learning medium has great potential to increase student engagement. Applications such as Quizizz not only facilitate enjoyable learning but also support the achievement of optimal learning outcomes, particularly in local wisdom material in social studies.

RESEARCH METHODOLOGY

This study uses a qualitative approach with a descriptive method to explore the use of the constructivist-based Quizizz application in improving student activity and learning outcomes at SMPN 7 Kota Bima, NTB. This method was chosen because it provides an opportunity to explore in depth the learning process involving digital technology in the context of education, as well as its impact on student engagement⁸. Although this study includes quantitative data in the form of pretest and posttest results, the data was not analyzed using inferential statistics, but rather interpreted narratively to describe trends in student change and understanding. Thus, quantitative data was interpreted in a qualitative context to reinforce the results of observations, interviews, and documentation. The novelty of this study lies in the integration of the Quizizz application, designed to support a constructivist approach that emphasizes active and interactive learning through game-based learning.

The research subjects consisted of 25 ninth-grade students in class IXA who participated in social studies learning using the Quizizz application. This study employed data collection techniques such as direct observation, in-depth interviews, and documentation. Observations were conducted to record students' activities during learning, both before and after using the Quizizz application, to identify changes in classroom dynamics and student participation⁹. Interviews were conducted with students and teachers to explore their experiences and perceptions regarding the implementation of Quizizz in the learning process. The documentation used included lesson plans, student assignments, and field notes obtained during the study.

The instruments used in this study included observation sheets, interview guidelines, field notes, and student evaluation results. The observation process was conducted in two stages: before and after the use of the Quizizz application. The pre-use observation aimed to determine the level of student activity at the beginning of the learning process, while the post-use observation aimed to identify changes in student participation and learning outcomes. The results of interviews with students and teachers, as well as documentation of Quizizz implementation, will be analyzed to explore information related to the impact of this application on the teaching of local wisdom material¹⁰. Data analysis was conducted qualitatively, beginning with data reduction as the initial stage of information processing, presentation of data in narrative form and interview excerpts, and drawing conclusions based on data interpretation¹¹. The reduced data will be presented in the form of findings that describe changes in student activity and learning outcomes after the implementation of the constructivist-based Quizizz application. In addition, this study will also identify the successes and challenges encountered in implementing this application in learning, thereby contributing new insights into the use of technology to support constructivist-based learning.

⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Alfabeta, 2014).

⁹ Lexy J. Moleong, *Metodologi penelitian kualitatif*, 1^a ed. (Remaja Rosdakarya, 2018).

¹⁰ Azzah Amany, «Quizizz sebagai Media Evaluasi Pembelajaran Daring Pelajaran Matematika», *Buletin Pengembangan Perangkat Pembelajaran* 2, fasc. 2 (30 dicembre 2020).

¹¹ Matthew B. Miles et al., *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (SAGE Publications, Inc, 2014).

RESEARCH RESULTS AND DISCUSSION

The use of the constructivist-based Quizizz application in social studies learning on the topic of local wisdom in Bima at SMPN 7 Kota Bima was carried out through structured stages of planning, implementation, and evaluation. Quizizz was chosen because of its ability to create an interactive and enjoyable learning experience that is in line with developments in digital technology in education. This platform not only supports the achievement of learning outcomes but also enhances student motivation and active participation. The use of Quizizz significantly increased student motivation, with 46.6% of the variation in motivation explained by the use of this application¹². In addition, the use of Quizizz was also effective in improving the learning outcomes of fourth-grade elementary school students, with an average score increase from 50.00 to 82.80 after using the application¹³.

Quizizz is not only used as an evaluation tool, but also as a learning medium that can increase student participation, both individually and in group work. With its game features, ranking system, and instant feedback, this platform creates a more engaging, challenging learning environment that encourages healthy competition among students. In a constructivist approach, students are facilitated to develop their understanding independently through technology-based exploration and reflection activities. The role of the teacher shifts from being a content provider to a facilitator in the students' learning process. The use of Quizizz in social studies education, particularly on the topic of local wisdom, helps students understand the material more easily while instilling cultural values in a contextual and relevant manner to their daily lives.

Planning Stage

At this stage, the first step is to develop lesson plans, create interactive presentations, student worksheets, and questions based on basic competencies (KD) and learning objectives. This way, students can grasp the material more deeply and develop their competencies comprehensively, in terms of knowledge, skills, and attitudes. Based on initial observations, teachers design interactive presentations using Quizizz by incorporating visual elements such as images, videos, podcasts, and website links, enabling students to explore and construct their own learning experiences based on their interests and preferences¹⁴. Before full implementation, teachers provided technical training on the use of Quizizz. Interviews with students showed that most of them were already familiar with the platform. Next, teachers conducted a trial run in one class to identify potential obstacles that might arise during learning activities.

The integration of technology in the learning planning stage is a strategic step to improve the effectiveness of the teaching and learning process. By utilizing the interactive features provided by Quizizz, such as game-based quizzes, instant feedback, and multimedia elements, teachers can create a more engaging learning environment and motivate students to participate actively. This approach is in line with 21st-century learning principles that emphasize the use of technology to support collaborative and student-centered learning. In addition, the use of

¹² Sri Kartini et al., «Pengaruh Penggunaan Media Pembelajaran Quizizz Terhadap Motivasi Belajar Siswa Kelas X Broadcasting SMK Veteran 1 Sukoharjo», *Edudikara: Jurnal Pendidikan dan Pembelajaran* 8, fasc. 4 (2023).

¹³ Fitri Maharani et al., «Pengaruh Penggunaan Aplikasi Quizizz Terhadap Hasil Belajar Siswa Kelas Iv Sekolah Dasar», *Jurnal Kiprah Pendidikan* 2, fasc. 1 (2023).

¹⁴ Santy Handayani et al., «Pemanfaatan Quizizz Sebagai Media Pembelajaran Interaktif», *JKB : Jurnal Kabar Masyarakat* 1, fasc. 2 (2023).

digital media in lesson planning allows teachers to be more flexible in delivering material, adapting to the needs and characteristics of students, and facilitating learning that is more contextual and relevant to students' daily lives.

Implementation Stage

In this stage, the Quizizz platform is integrated into the learning process to increase interactivity and construct a deeper understanding among students. In applying the constructivist approach, the activity begins with the teacher providing motivation and perception. The presentation of the material is carried out using the interactive Quizizz presentation medium and supporting tools such as LCD and PowerPoint, which are equipped with visual and audio elements to capture students' attention. Next, the teacher shares the Quizizz link with students via the class WhatsApp group, then students are invited to listen to the interactive presentation material on Quizizz in real-time in class and complete the worksheets that have been distributed in groups according to the lesson plan that has been designed¹⁵.

During the discussion, teachers circulate to monitor students' discussions. After the discussion session is over, the teacher asks students to present their work results in turn in front of the class, with other groups responding. The final stage of the learning process involves reflecting on and summarizing the day's learning outcomes together, followed by a post-test using Quizizz, which aims to evaluate students' understanding after the learning process. Quizizz allows for customization according to students' needs and learning situations, and provides flexibility for use in various contexts, such as evaluation, review of material, or individual learning¹⁶.

Observations during implementation showed that the use of Quizizz significantly increased student activity and participation in learning. Students appeared more enthusiastic and actively involved in each session, both when answering interactive quizzes and in group discussions. The gamification features offered by Quizizz, such as the points system and leaderboard, encouraged students to compete in a healthy manner, increasing their motivation to learn. Additionally, the instant feedback provided by the app helps students immediately identify and understand their mistakes, making the learning process more effective and efficient. These findings align with previous research showing that the use of interactive quiz-based apps like Quizizz in social studies learning can enhance student active participation and create a more enjoyable and interactive learning environment. Integrating this platform into the learning process not only enriches the variety of teaching methods but also positively impacts overall student learning outcomes¹⁷.

Evaluation Stage

During the evaluation stage, data collected by researchers showed that the use of the Quizizz application significantly facilitated teachers in providing more interactive learning, delivering diverse material, recording scores, and providing feedback more quickly and efficiently. The automation feature on the Quizizz platform generates real-time student score

¹⁵ Yeti Nurizzati, Eriko Jamaro, e Nuryana Nuryana, «Implementasi Aplikasi Quizizz Pada Evaluasi Pembelajaran Ips Di Kelas Viii C Smp Negeri 2 Pangenan Kabupaten Cirebon», *Social Landscape Journal* 5, fasc. 1 (31 marzo 2024): 33.

¹⁶ Melinda Tesalonika Pangaribuan e Oktian Fajar Nugroho, «Pengaruh Media Quizizz Terhadap Minat Belajar Siswa Kelas V Pada Mata Pelajaran Ilmu Pengetahuan Alam Di Sdn Duri Kepa 03», *Edukasi Tematik: Jurnal Pendidikan Sekolah Dasar* 5, fasc. 1 (2024).

¹⁷ Yusi Amala et al., «Pengaruh Penggunaan Media Pembelajaran Quizizz Dalam Meningkatkan Keaktifan Belajar IPS Siswa Kelas VIII Di SMPN 1 Kalitidu», *Prosiding:: Seminar Nasional Pendidikan*, s.d.

reports, allowing teachers to monitor student academic progress, both individually and collectively. In addition, the ability to download reports in Excel format provides flexibility for teachers to conduct more in-depth data analysis of student learning outcomes. Thus, the application of Quizizz in the learning process not only simplifies the assessment administration for teachers but also contributes to improving the quality of learning through quick feedback and more comprehensive data analysis.

Furthermore, the use of Quizizz as an evaluation tool has proven effective in improving student learning outcomes. A study shows that the implementation of educational game-based learning media such as Quizizz can improve student learning outcomes in the Office Technology subject for 10th grade OTKP students at SMK Ketintang Surabaya, with higher average post-test scores compared to the control class. In addition, interactive features such as leaderboards and instant feedback on Quizizz can increase student motivation and make the evaluation process more interesting and enjoyable. Thus, the integration of Quizizz in learning evaluation not only simplifies the assessment process but also contributes positively to improving student learning outcomes and motivation¹⁸.

Research Results before Quizizz Implementation

Before utilizing the Quizizz application in learning, initial observations showed that students' enthusiasm and motivation to learn social studies material on local wisdom was still low. This was reflected in the lack of active participation of students in attending lessons and completing assigned questions¹⁹. Meanwhile, based on the results of the initial tests taken by students before using Quizizz, the data shows that the learning outcomes for social studies material on local wisdom in Bima are not yet satisfactory, with 12 students or 48% of students unable to achieve the minimum passing grade (KKM) of 70 set by SMPN 7 Kota Bima. This data indicates that the majority of students are still in the low category, so an educational approach is needed that can optimize students' overall understanding.

Student Activities and Learning Outcomes in the Use of Quizizz Learning Media at SMPN 7 Kota Bima

Based on observation results, students demonstrated higher levels of activity during learning sessions using Quizizz compared to conventional methods. The interactive features offered by Quizizz, such as leaderboards and gamification elements, create a competitive yet enjoyable learning environment. Students who were previously more passive are now more motivated to actively participate in learning activities and complete discussions and exercises effectively²⁰.

This was also confirmed by interviews with several students. One student said, "I usually get bored quickly when studying social studies, but when I use Quizizz, I get excited because it's like playing a game while learning. I want to keep answering questions so I can get a high score"²¹. Social studies teachers who teach also conveyed similar sentiments: "I see children

¹⁸ Lesti Kartika et al., «Penggunaan Aplikasi Quizizz Sebagai Media Evaluasi Pembelajaran Pai Berbasis Teknologi Pendidikan Di Sma Negeri 1 Tebing Tinggi Kab. Serdang Bedagai», *AT-TARBIYAH Jurnal Penelitian dan Pendidikan Agama Islam* 2, fasc. 1 (2024).

¹⁹ Arifah Zakiyah et al., «Pengaruh Penggunaan Quizizz Berbasis Kearifan Lokal Terhadap Hasil Belajar Peserta Didik Pembelajaran Bahasa Indonesia Kelas Iv Sdn 8 Cakranegara», *Pendas: Jurnal Ilmiah Pendidikan Dasar* 09, fasc. 1 (2024).

²⁰ Agung Setiawan et al., «Implementasi Media Game Edukasi Quizizz Untuk Meningkatkan Hasil Belajar Matematika Materi Sistem Persamaan Linear Tiga Variabel Kelas X Ipa 7 Sma Negeri 15 Semarang Tahun Pelajaran 2019/2020», *FMIPA UNIMUS*, 2019.

²¹ Wawancara Siswa kelas VIII; Nurjanah, «Pengaruh Aplikasi Quizizz dalam pembelajaran», 2024

being much more active when learning with Quizizz. Even students who are usually passive become more enthusiastic. They are happy because they can immediately see their scores, and there is a challenge to compete in a healthy way”²².

This teacher's response indicates that changes in student learning behavior are not only reflected in numbers, but are also evident in the classroom process and dynamics. This supports the findings in Table 1, which shows a significant increase in student independence, motivation, collaboration, and participation after using constructivist-based Quizizz.

Table 1: Comparison of student learning activities before and after :

Indicator	Before using Quizizz (%)	After using Quizizz (%)	Description
Independence in learning	60	84	Significant improvement
Motivation and enthusiasm	56	80	Significant improvement
Cooperation and collaboration among students	52	86	Significant improvement
Active participation in quizzes	44	88	Significant improvement

Based on Table 1 above, it shows that student independence in learning before using Quizizz was 60%, and after using the Quizizz application, it increased to 84%. Student motivation and enthusiasm increased from 56% to 80%, while collaboration and cooperation among students increased from 52% to 86%. Additionally, the level of active participation in taking quizzes, which was initially 44% before using Quizizz, increased to 88% after using the Quizizz application. This demonstrates that by utilizing the constructivist-based Quizizz, students' learning activities in the IPS subject on local wisdom have improved.

Table 2. Percentage of students meeting the Minimum Competency Criteria before and after using the constructivist-based Quizizz:

Description	Before using Quizizz	After using Quizizz
Students meeting KKM	13 (52%)	20 (80%)
Students not meeting KKM	12 (48%)	5 (20%)
Total	25 (100%)	25 (100%)

Based on table 2, it can be seen that before using the Quizizz application, 52% of students have met the Minimum Completeness Criteria (KKM), while 48% of students still do not meet the KKM. After using Quizizz, the proportion of students who met the KKM increased to 80%, while those who did not meet the KKM decreased to 20%. Thus, the use of the Quizizz application based on constructivism is proven to improve student learning outcomes in social studies material regarding local wisdom.

Challenges and Opportunities for using the constructivism-based Quizizz application

The utilization of the constructivism-based Quizizz application in learning brings with it various challenges and opportunities that should be considered. One of the main obstacles is limited access to technology. Not all students have digital devices or adequate internet connections, especially in remote areas, so the use of Quizizz cannot be maximized. In addition, the lack of teacher competence in utilizing digital applications such as Quizizz to support constructivism learning is also a challenge. Quizizz integration is also often hampered by time constraints and the tight curriculum, making it difficult for teachers to optimize the use of this

²² Wawancara Guru IPS Sumantiar, «Pengaruh Aplikasi Quizizz dalam pembelajaran», 2024.

application²³. In addition, technical disruptions such as server problems, application errors, or problematic student devices can interfere with the smooth learning process. The main obstacle in utilizing Quizizz lies in the limited internet access and devices owned by students. Nevertheless, this application has great potential in increasing learning motivation and active student interaction through interactive and game-based features²⁴.

Furthermore, the interviews also revealed the challenges faced in utilizing this application. One teacher stated: "The obstacle is that not all students have their own cellphones or good signals at home. So sometimes learning cannot be evenly distributed. But if the situation is favorable, the effect is very good to increase learning engagement"²⁵. One student also added: "Sometimes my phone freezes or the network is slow, so I miss the quiz. But it's still fun because I can learn while playing."

On the other hand, the Quizizz application provides a variety of significant opportunities in improving the quality of learning. With gamification-based interactive features such as interactive presentations, interactive videos, flashcards, points, leaderboards, and immediate feedback, Quizizz can optimize student motivation and active participation in learning so that it has implications for improving student learning outcomes. The app supports the principle of constructivism learning by encouraging students to learn actively, reflectively and independently through interaction with interactive materials, questions and feedback provided²⁶. Its flexibility and accessibility allows students to learn anytime and anywhere using digital devices, thus transcending the limitations of the classroom. In addition, teachers can easily access student learning data through automated reports, which is very useful for monitoring progress as well as identifying student difficulties, so that they can direct discussions and learning interventions more appropriately. The quiz results obtained can also be used as material for group discussions, strengthening the social learning aspect in line with the principles of constructivism.

CONCLUSION

The utilization of the constructivism-based Quizizz application in learning social studies material on Bima Local Wisdom at SMPN 7 Bima City is carried out through three main stages, namely planning, implementation, and evaluation. In the planning stage, teachers compile materials and questions that are in accordance with basic competencies and learning objectives, and integrate visual elements and interactive media into Quizizz. The implementation stage includes using Quizizz to present material in an engaging manner through images, videos, podcasts, and relevant links that support active student engagement. Evaluation was conducted by utilizing the auto-assessment feature in the app, which allows teachers to provide feedback quickly and efficiently. The results showed a significant improvement in students' activities and learning outcomes; the average score increased from 52 to 80 and the majority of students were able to complete the course.

²³ Muliya, «Penerapan Media Quizizz Dalam Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Bahasa Indonesia Kelas X Busana 2», *Enggang: Jurnal Pendidikan, Bahasa, Sastra, Seni, dan Budaya* 3, fasc. 1 (2023).

²⁴ Vera Nur Aini, «Pengaruh Quizziz Dalam Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Sains Kelas VIII Di MTsN 1 Kota Surabaya», *Jurnal Pendiidkan Indonesia: Teori, Penelitian dan Inovasi* 1, fasc. 3 (2023).

²⁵ Wawancara Guru IPS Sumantiar, «Dampak penggunaan Aplikasi Quizizz dalam pembelajaran», 2024.

²⁶ Sri Kartini et al., «Pengaruh Penggunaan Media Pembelajaran Quizizz Terhadap Motivasi Belajar Siswa Kelas X Broadcasting SMK Veteran 1 Sukoharjo».

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