Gamifying Report Text Reading: Implementing Quizizz to Improve Vocational Students' Comprehension in English Classes

Nasha Shafira¹, Ummi Nur Laila Sulistyani²
1,2Universitas Negeri Semarang, Indonesia
E-mail: nashasshafira@students.unnes.co.id, ummi.sulistyani@mail.unnes.ac.id

Article Info	Abstract
	This article explores the integration of Quizizz, a game-based digital learning platform, as a tool to enhance vocational high school students' comprehension of report texts in English language classrooms. The primary objective of this study is to analyze the pedagogical potential of Quizizz in improving students' reading comprehension, motivation, and active engagement through interactive and student-centered instruction. This research employs a qualitative conceptual approach grounded in literature review, synthesizing findings from recent scholarly sources related to gamification, reading instruction, and the Emancipated Curriculum in Indonesia. Reading report texts presents challenges for vocational students due to their factual, formal, and structured nature, often resulting in disengagement and low comprehension. Quizizz offers a practical solution through gamified features—such as instant feedback, time limits, and competitive elements—that stimulate learners' motivation and cognitive engagement. Furthermore, Quizizz facilitates formative assessment and differentiation, supporting individualized learning pathways in line with constructivist principles and curriculum flexibility. The practical implications of this study suggest that integrating Quizizz into English reading instruction can revitalize classroom dynamics and improve literacy outcomes in vocational settings. However, considerations such as digital infrastructure and teacher readiness must be addressed to ensure effective implementation. The findings of this study serve as a pedagogical guide for educators seeking to leverage technology to promote deeper learning and engagement, particularly in reading-intensive lessons.
Artikel Info	Abstrak
	Artikel ini mengeksplorasi integrasi Quizizz, sebuah platform pembelajaran digital berbasis permainan, sebagai alat untuk meningkatkan pemahaman siswa sekolah menengah kejuruan terhadap teks laporan dalam pembelajaran Bahasa Inggris. Tujuan utama dari studi ini adalah untuk menganalisis potensi pedagogis Quizizz dalam meningkatkan pemahaman bacaan, motivasi, dan keterlibatan aktif siswa melalui pembelajaran yang interaktif dan berpusat pada siswa. Penelitian ini menggunakan pendekatan konseptual kualitatif yang didasarkan pada tinjauan pustaka, dengan mensintesis temuan dari berbagai sumber akademik terkini terkait gamifikasi, pengajaran membaca, dan Kurikulum Merdeka di Indonesia. Teks laporan sering menjadi tantangan bagi siswa kejuruan karena sifatnya yang faktual, formal, dan terstruktur, yang sering kali menyebabkan kurangnya keterlibatan dan rendahnya pemahaman. Quizizz menawarkan solusi praktis melalui fitur gamifikasi—seperti umpan balik instan, batas waktu, dan elemen kompetitif—yang mampu merangsang motivasi dan keterlibatan kognitif siswa. Selain itu, Quizizz mendukung asesmen formatif dan diferensiasi pembelajaran, sehingga memungkinkan jalur belajar yang dipersonalisasi sesuai dengan prinsip konstruktivisme dan fleksibilitas kurikulum. Implikasi praktis dari studi ini menunjukkan bahwa integrasi Quizizz dalam pembelajaran membaca Bahasa Inggris dapat merevitalisasi dinamika kelas dan meningkatkan hasil literasi di lingkungan pendidikan kejuruan. Namun, faktor-faktor seperti infrastruktur digital dan kesiapan guru perlu diperhatikan agar implementasi berjalan efektif. Temuan dari studi ini menjadi panduan pedagogis bagi para pendidik yang ingin memanfaatkan teknologi untuk mendorong pembelajaran yang lebih mendalam dan keterlibatan yang lebih tinggi, khususnya dalam pengajaran membaca yang intensif.

I. INTRODUCTION

In the rapidly evolving landscape of education in the 21st century, integrating technology into learning has become more than a trend—it is a necessity. Digital transformation, especially within the framework of the Industrial

Revolution 4.0, urges educators to rethink and redesign instructional methods to better align with students' needs and preferences (Handayani et al., 2020). In Indonesia, this transformation is further emphasized by implementing the *Emancipated Curriculum*, which promotes flexible, student-centered learning that integrates digital tools into everyday classroom instruction. However, despite this momentum, many classrooms still rely on traditional methods that may limit student engagement and performance (Pratiwi, 2024).

One educational tool that has gained popularity due to its interactive nature is Quizizz, a game-based learning platform that facilitates formative assessments while keeping students actively engaged. Developed initially as a quiz tool, Quizizz has evolved into a versatile educational technology that allows for real-time feedback, gamified learning experiences, and independent practice. According to Huong (2022), Quizizz has proven to be particularly effective in boosting student motivation and participation in online and hybrid settings, making it a strategic choice for enhancing comprehension, especially in reading-intensive subjects.

Reading comprehension is one of the core skills in English language education. It involves the ability to extract, interpret, and analyze written content—skills critical for academic success and real-world communication. Among the various genres taught in secondary schools, report texts pose a unique challenge due to their factual structure, formal language, and the cognitive effort required to interpret technical content (Hasbi & Bakri, 2024). This challenge is even more pronounced in vocational high schools (*Sekolah Menengah Kejuruan* or SMK), where students often prioritize hands-on, practical learning over theoretical knowledge (Nguyen, 2020).

In this context, Quizizz offers a promising solution. It caters to the practical learning orientation of vocational students by incorporating interactive elements, time constraints, and point systems that simulate real-life task performance. Moreover, it supports the Emancipated Curriculum's goals by encouraging independent learning, offering differentiation in task difficulty, and enabling teachers to analyze student performance through immediate data collection. As stated by Muhtarom et al. (2023), digital platforms like Quizizz help teachers adapt to students' diverse learning needs, especially in large or heterogeneous classes.

In classrooms where English instruction is still predominantly textbook-based, student motivation tends to wane, especially when faced with challenging text types like reports (Mas'odi & Arma, 2024). The use of interactive platforms can revitalize such learning environments. When exposed to engaging and playful instructional media, students become more active participants in their learning journey (Amri & Shobri, 2020). This sense of agency is critical, as passive learning often leads to cognitive overload, boredom, and poor retention (Safitri et al., 2023).

Furthermore, Quizizz supports both in-class and home-based learning scenarios. Teachers can assign quizzes as homework, thereby promoting continuous learning and providing opportunities for self-assessment. The immediate feedback provided by the platform reinforces learning and encourages students to reflect on their performance and understanding. According to Pratama (2023), students who use Quizizz tend to show higher levels of recall and comprehension compared to those exposed to conventional instructional methods.

Research has consistently shown that interactive digital media contributes positively to learning outcomes across various educational levels and disciplines. In the field of English language teaching, tools like Quizizz help students develop critical reading strategies by enabling them to identify main ideas, distinguish supporting details, and understand text structure in a more accessible manner (Amalia, 2020; Amelia et al., 2025). For report texts specifically, this means helping students process and evaluate factual content—a skill that aligns with both academic literacy goals and vocational readiness.

Moreover, Quizizz promotes low-stakes assessment, reducing the anxiety often associated with traditional testing. This creates a safer environment for students to make mistakes, learn from them, and improve without the fear of judgment (Sanga & Purba, 2019). This approach can significantly boost self-efficacy and persistence in language learning, particularly in a vocational school setting, where students may already feel marginalized in academic domains.

The current study is situated at SMK Negeri Semarang, a school that has embraced the principles of *Emancipated Curriculum* and integrates various digital tools into classroom instruction. Preliminary observations indicate that students at this institution are more responsive to visual and game-based materials. Many students reportedly feel disengaged or overwhelmed when exposed to conventional

reading lessons. Introducing Quizizz is expected to counteract these tendencies by promoting an interactive, game-like environment that fosters both motivation and cognitive engagement (Yusuf, 2023).

While numerous studies have investigated the general use of Quizizz in language learning (Afiatun & Ramadhan, 2024; Amalia, 2020), fewer have explored its specific application in teaching report texts to vocational school students. This chapter aims to fill that gap by offering a conceptual analysis of how Quizizz can be effectively implemented to address the unique challenges of teaching reading comprehension in vocational settings.

To this end, this chapter aims to analyze the potential of Quizizz as an interactive digital medium in enhancing reading comprehension among vocational students. It also explores how Quizizz can be integrated into report text instruction to improve student engagement and learning outcomes. Furthermore, the discussion includes the alignment between the features of Quizizz and the pedagogical goals of the *Emancipated Curriculum*. Lastly, this chapter proposes conceptual strategies for teachers in vocational school (SMK) contexts to effectively utilize Quizizz within and beyond the classroom setting.

The significance of this discussion lies not only in its relevance to classroom practice but also in its contribution to the broader discourse on educational technology in Indonesian secondary education. As Amelia et al. (2025) suggest, platforms like Quizizz are not mere tools but pedagogical interventions that, when used strategically, can transform how students interact with content and construct meaning.

This chapter is organized into several sections. The Introduction provides the rationale, context, and objectives. The Discussion explores theoretical underpinnings, pedagogical strategies, and implementation models for using Quizizz. Finally, the Conclusion and Recommendations synthesize insights and propose actionable steps for educators and policymakers.

By the end of this chapter, readers will gain a clearer understanding of how interactive digital media—specifically Quizizz—can be harnessed to improve reading comprehension outcomes for vocational high school students learning report texts, while also addressing the broader challenges of engagement and motivation in Indonesian classrooms.

In the era of digital learning, integrating technology into language instruction has become increasingly relevant, particularly in enhancing students' reading comprehension skills. One popular platform that has gained attention in educational settings is Quizizz, a game-based learning tool that promotes active participation and instant feedback. As part of the English curriculum in vocational high schools, report texts often challenge students due to their factual and structured nature. This makes the need for engaging and effective teaching strategies even more pressing. The choice to explore Quizizz in the context of teaching report texts stems from its potential to make learning more interactive, enjoyable, and accessible for students. This topic is worth discussing because it aligns with current educational trends and offers practical insights for teachers adapting to the demands of the *Emancipated Curriculum*.

II. METHOD

This study adopts a qualitative conceptual research design to examine the pedagogical potential of Quizizz in improving vocational high school students' comprehension of report texts. Rather than relying on empirical fieldwork or primary data collection, this research draws insights from secondary sources, including peer-reviewed journal articles, educational policy documents, academic books, and conference proceedings. The aim is to construct a theoretically sound and pedagogically relevant foundation for integrating gamified digital tools into reading instruction, particularly in alignment with the Emancipated Curriculum.

The method used is based on an integrative literature review, which involves identifying, analyzing, and synthesizing scholarly sources related to four major themes: (1) gamification in education, (2) reading comprehension instruction, (3) vocational students' learning characteristics, and (4) the implementation of the Emancipated Curriculum in Indonesian secondary schools. This method allows for a comprehensive examination of how Quizizz, as a representative of interactive learning technology, aligns with pedagogical theories and classroom practices.

Sources were selected using purposive sampling based on three criteria: recency (published within the last five years), credibility (peer-reviewed or academically reputable), and thematic relevance. A total of more than 15 sources were reviewed, encompassing national and international literature on English language

teaching, digital learning platforms, and curriculum reform. Most of the selected literature was published between 2019 and 2024, ensuring that the data reflect current trends and practices in educational technology and literacy development.

In analyzing the literature, a thematic coding technique was used to identify recurring concepts and recommendations related to Quizizz implementation. Themes such as student motivation, engagement, assessment, instructional scaffolding, digital accessibility, and teacher preparedness emerged as key considerations. These themes were then organized into sub-sections for discussion in the following chapter to ensure clarity and logical coherence.

The conceptual framework guiding this study combines several educational theories:

1. Constructivist Learning Theory: Emphasizes student-centered learning, where knowledge is actively constructed through engagement and reflection. Quizizz, with its interactive format, promotes active participation and real-time feedback, allowing learners to build understanding based on their experience.
2. Reading Comprehension Frameworks: Particularly those that focus on cognitive strategies such as identifying main ideas, recognizing text structures, and using contextual clues to understand vocabulary. These strategies are aligned with Quizizz features that allow repeated practice and varied question types.
3. Gamification Principles in Education: The use of game design elements—like competition, rewards, progress tracking, and time constraints—enhances motivation, focus, and persistence, especially among students with lower academic confidence, such as those in vocational schools.

This research does not include any human participants; therefore, no ethical clearance or informed consent was required. Nonetheless, academic integrity is maintained through accurate citation and synthesis of scholarly ideas without plagiarism.

By employing this conceptual method, the study provides a non-empirical yet evidence-informed perspective on how teachers and curriculum designers can integrate Quizizz into English language instruction. The findings are not meant to generalize outcomes but rather to serve as a strategic pedagogical reference for practitioners who aim to improve reading

instruction for vocational students through interactive, technology-enhanced methods.

In conclusion, the qualitative conceptual approach used in this study allows for an in-depth, theory-driven analysis of the challenges and opportunities presented by using Quizizz in reading classes. It enables the development of a pedagogical model that is both flexible and adaptable, considering the realities of vocational education and the aspirations of the Emancipated Curriculum. Future studies may build upon this foundation through classroom-based action research, experimental designs, or case studies that provide empirical evidence of effectiveness.

III. RESULT AND DISCUSSION

1. Overview of Literature

The analysis of selected literature emphasizes the increasing relevance of gamified platforms such as Quizizz in enhancing student engagement, especially in online and vocational contexts. The viewed references highlight several benefits of Quizizz, including improved motivation, comprehension, and assessment effectiveness, particularly when teaching structured texts like report texts.

Table 1. Summary of Literature Related to the Use of Quizizz in Learning

No	Author(s) & Year	Context and Sample	Key Findings	Relevance to Current Study
1	Afiatun & Ramadhan (2024)	Grade V students, Bahasa Indonesia	Quizizz boosts motivation and learning outcomes in interactive evaluation.	Demonstrates motivational effect in basic literacy
2	Amalia (2020)	Secondary EFL students	Students find Quizizz enjoyable and effective in learning English.	Confirms student-centered benefits in EFL.
3	Amelia et al. (2025)	Economic education students (university)	Quizizz with concept mapping improves comprehension and cognitive depth.	Supports integration for higher-order thinking.
4	Amri & Shobri (2020)	Islamic accounting students	Quizizz enhances focus and understanding in difficult subjects.	Applicability in complex or abstract subjects.
5	Gangaiamaran & Premraj (2020)	Review of self-access learning	Advocates for adaptive, tech-driven learning models.	Supports Quizizz as a flexible, scalable

		technology		solution.
6	Handayani et al. (2020)	STEM learning and industrial revolution context	IT integration is crucial for modern pedagogy.	Framework for digital tools in education.
7	Haryati (2021)	Grade V science students	Quizizz increases learning motivation in online environments.	Validates effect across subjects in online mode.
8	Huong (2022)	University learners in online learning (Vietnam)	Quizizz significantly improves engagement and autonomy.	Relevant for digital learning transition.
9	Mas'odi & Arma (2024)	ELL in secondary schools	Overuse of gamification risks shallow engagement.	Emphasizes balance of fun and substance.
10	Muhtarom et al. (2023)	Arabic language learners	Students appreciate Quizizz for self-assessment and ease of use.	Relevant for multilingual and vocational learners.
11	Nguyen (2020)	ESL vocational students	Reading skills need contextual, scaffolded instruction.	Justifies need for gamified literacy tools.
12	Pratama (2023)	High school setting, Indonesia	Teachers use Quizizz for formative assessment and instructional feedback.	Supports teacher-centered analytic potential.
13	Pratiwi (2024)	Review of digitalization in Indonesia	Cultural factors and digital trends shape educational innovation.	Contextual framework for Quizizz integration.
14	Safitri et al. (2023)	Science class, junior high	PBL and gamification improve both motivation and learning outcomes.	Reinforces active learning theory.
15	Sanga & Purba (2019)	University-level chemistry students	Quizizz improves focus and motivation in science courses.	Gamification's cognitive impact in learning.
16	Yumnah (2021)	Islamic religious education, online learning	Digital tools offer continuity and flexibility in distance learning.	Highlights resilience of gamified media.
17	Yusuf (2023)	Meta-analysis, Indonesia education	Digital-local media affect character and engagement.	Suggests culture-aware integration of technology.

2. Thematic Discussion

Integrating Quizizz into English reading instruction, particularly in teaching report texts to vocational high school (SMK) students, illustrates a confluence of gamification, technological adaptation, and the pedagogical shift toward student-centered learning in the digital era. This section synthesizes key themes emerging from the reviewed literature, framed around core pedagogical and contextual considerations: motivation, comprehension, technological infrastructure, teacher readiness, curriculum alignment, and risks of overreliance.

3. Enhancing Motivation and Engagement Through Gamification

A recurrent theme across multiple studies is the ability of Quizizz to increase student motivation and participation. Afiatun and Ramadhan (2024), Amalia (2020), and Haryati (2021) report that gamified assessments like Quizizz improve students' interest, engagement, and willingness to complete tasks—key factors in the success of reading instruction. This is especially relevant in vocational settings, where students often express lower academic self-concept in language learning (Nguyen, 2020). In this context, the game elements in Quizizz—such as leaderboards, timers, avatars, and instant feedback—act as effective catalysts that trigger competitiveness and curiosity, thus transforming passive learning into active involvement.

Amri and Shobri (2020) and Sanga and Purba (2019) further support this by illustrating how gamified environments enhance concentration and reduce boredom in abstract subjects like accounting or chemistry. This implies that the cognitive challenge of report texts—often characterized by dense vocabulary, factual exposition, and formal structure—can be more accessible and enjoyable when embedded in interactive digital quizzes. Thus, motivation is not simply an affective byproduct but a necessary precondition for deep comprehension among vocational students.

4. Improving Reading Comprehension and Literacy Skills

From a cognitive perspective, Amelia et al. (2025) and Safitri et al. (2023) demonstrate that Quizizz improves recall, critical thinking, and text comprehension when used in a

structured, scaffolded way. By using repetition, variation in question formats (multiple-choice, matching, sequencing), and spaced practice, Quizizz aligns with well-established reading comprehension strategies, such as identifying main ideas, supporting details, vocabulary in context, and inferencing (Hasbi & Bakri, 2024; Huong, 2022).

For report texts, which require students to distinguish between general classification and descriptive features, Quizizz allows teachers to break down complex texts into manageable units of understanding. For example, a teacher can design a Quizizz set focusing exclusively on identifying noun phrases common in report texts, followed by another quiz on organizational structures or discourse markers. These micro-level tasks reinforce comprehension and reduce the cognitive load often associated with formal texts.

Furthermore, Nguyen (2020) underscores that vocational students benefit more from contextualized and task-based language instruction. Quizizz supports this approach by allowing teachers to customize quizzes to align with students' vocational interests, such as report texts related to mechanical procedures, hotel services, or culinary products, making learning more relevant and relatable.

5. Teacher Readiness and Assessment Innovation

The effectiveness of Quizizz is also linked to teacher readiness and digital pedagogy competence. Pratama (2023) highlights that teachers can utilize Quizizz not merely as an evaluation tool but as a formative assessment platform that provides immediate feedback and data analytics. This aligns with the principles of *Emancipated Curriculum*, which emphasizes diagnostic, adaptive, and personalized instruction.

However, this potential can only be realized when teachers are trained to design quizzes aligned with learning objectives, interpret quiz results meaningfully, and respond to data-driven insights. Gangaiamaran and Premraj (2020) argue that digital tools are only transformative when coupled with pedagogical reflection and instructional design. In this sense, Quizizz represents both a technological tool and an instructional strategy—one that requires capacity building and curriculum integration at the institutional level.

6. Digital Equity and Infrastructure Challenges

Despite the benefits, literature also reveals significant infrastructural challenges. Digital inequality, as implied by Yumnah (2021) and Yusuf (2023), continues to impact the effective adoption of technology in education. In under-resourced areas or for students with limited access to smartphones or stable internet, participation in gamified platforms like Quizizz may be inconsistent, leading to learning disparities.

In such contexts, school leaders and policymakers must ensure equitable access to devices, provide offline options (e.g., printed versions of quizzes), or explore hybrid alternatives where in-class use compensates for out-of-class limitations. The flexibility of Quizizz to operate in both synchronous and asynchronous modes can help mitigate these issues if planned strategically.

7. Curriculum and Cultural Contextualization

The relevance of Quizizz to *Emancipated Curriculum* is affirmed by Pratiwi (2024) and Handayani et al. (2020), who argue for a curriculum that integrates digital media to foster independent, student-centered learning. Quizizz embodies these values by offering students autonomy in pace and progress while providing teachers with tools for differentiation.

Additionally, Yusuf (2023) emphasizes the importance of local wisdom and cultural sensitivity in designing digital learning media. In vocational schools, where students come from diverse cultural and socioeconomic backgrounds, the content of Quizizz quizzes must reflect inclusive language, local contexts, and vocational relevance to maintain engagement and resonance. For example, report texts used in quizzes can be drawn from local industries or real-life vocational scenarios, such as tourism, fashion, or hospitality.

8. Over-Reliance and Pedagogical Risks

Mas'odi and Arma (2024) caution against the overuse of gamification, warning that it may promote surface-level learning where students focus more on scores and rewards than deep processing. To prevent this, gamified learning must be complemented by metacognitive strategies—such as reflection journals, peer discussion, and teacher-led debriefs—that encourage learners to think critically about their quiz responses and

connect them to broader textual understanding.

Therefore, teachers should position Quizizz as part of a blended instructional model rather than as a standalone intervention. Used in conjunction with reading circles, comprehension maps, and writing summaries, Quizizz can enhance rather than replace the deeper elements of literacy development.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

In conclusion, this conceptual study has examined the potential of Quizizz as a gamified learning tool to support the teaching of report texts in vocational high school English classes. By synthesizing recent literature on gamification, reading comprehension, and vocational pedagogy, the study reveals that Quizizz offers significant benefits in enhancing students' engagement, motivation, and understanding of factual texts. The interactive features of Quizizz—such as real-time feedback, time limits, and point systems—align well with student-centered and constructivist learning approaches. These features allow learners to participate actively, reflect on their performance, and develop comprehension strategies in an enjoyable, less intimidating environment.

Furthermore, Quizizz is compatible with the Emancipated Curriculum's emphasis on digital integration and flexible instruction. Its ability to differentiate tasks, provide formative assessment, and foster autonomous learning makes it a valuable tool in the vocational education setting, where students often require contextualized and practical learning experiences. However, the successful implementation of Quizizz also depends on external factors such as adequate digital infrastructure, teacher readiness, and careful instructional planning. Without these supports, there is a risk that the platform may be underutilized or misapplied, potentially leading to superficial learning or digital exclusion.

B. Suggestions

Based on the findings, it is recommended that educators integrate Quizizz not as a standalone solution but as part of a blended instructional model that includes explicit reading strategy instruction, reflection activities, and collaborative tasks. Teachers should receive professional development on how to design pedagogically sound Quizizz content that aligns with learning objectives and student needs. Policymakers and school administrators are also encouraged to invest in equitable access to technology and to support initiatives that promote digital literacy among both teachers and students. Future research is suggested to empirically test the impact of Quizizz on learning outcomes across different vocational fields, as well as to explore how it can support the development of higher-order thinking and long-term literacy skills.

REFERENCES

Afiatun, N., & Ramadhan, A. (2024). Penerapan Quiziz sebagai media evaluasi interaktif untuk meningkatkan motivasi dan hasil belajar siswa kelas V pada pelajaran Bahasa Indonesia.

Amalia, D. F. (2020). Quizizz website as an online assessment for English teaching and learning: Students' perspectives. Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP, 7(1), 1. https://doi.org/10.33394/jo-elt.v7i1.2638

Amelia, N. A., Mardialta, I., & Putri, D. A. E. (2025). Pemanfaatan Quizizz sebagai alat evaluasi berbasis mapping pada mahasiswa pendidikan ekonomi. Indo-MathEdu Intellectuals Journal, 6(1), 1160–1169. https://doi.org/10.54373/imeij.v6i1.2631

Amri, M., & Shobri, Y. A. (2020). Efektivitas penggunaan Quizizz dalam pembelajaran akuntansi konsolidasi bank syariah di IAIN Ponorogo. [Nama Jurnal tidak dicantumkan], [Volume dan nomor tidak tersedia], 128–136.

Gangaiamaran, R., & Premraj, A. (2020). Technology adoption in self-access language learning: A review. Journal of Critical Reviews, 7(4), 642–645. Innovare Academics Sciences Pvt. Ltd. https://doi.org/10.31838/jcr.07.04.119

Handayani, S., Mintarti W, S. U., Megasari, R., & Kustiandi, J. (2020). Integrating information technology and STEM learning models in Industrial 4.0 revolution. KnE Social Sciences. https://doi.org/10.18502/kss.v4i7.6870

Haryati, I. (2021). Pengaruh penggunaan aplikasi Quizizz terhadap motivasi belajar peserta didik dalam pembelajaran daring IPA kelas V MIN 1 Kota Surabaya. [Nama Jurnal tidak dicantumkan].

Huong, N. T. (2022). Using Quizizz application to enhance students' motivation and engagement in online learning in response to COVID pandemic. Journal of Science and Technology - HaUI, [Volume tidak disebutkan], 96–102. https://doi.org/10.57001/huih5804.77

Mas'odi, M., & Arma, I. P. (2024). Characters and non-digital media: Case study trends in English language learning in secondary schools. Assyfa Journal of Multidisciplinary Education, 1(2), 95–103. https://doi.org/10.61650/ajme.v1i2.352

Muhtarom, Y., Muhajir, & Muchsin, I. (2023). Students' perspective on the use of Quizizz Android-based application as an assessment tool for Arabic language learning. [Nama Jurnal tidak dicantumkan]. https://doi.org/10.58330/inggara.v2i3.237

Nguyen, N. (2020). Critical reading skills in ESL students: Challenges and pedagogical recommendations. [Media publikasi berupa video YouTube]. https://www.youtube.com/watch?v=pyMuuSaMdz8

Pratama, M. P. (2023). Utilization of Quizizz platform in the learning evaluation process. Jurnal Kependidikan Media, 12, 77–84. https://doi.org/10.26618/jkm.v12i2.11932

Pratiwi, I. R. (2024). Dynamics of educational digitalization in Indonesia: The influence of Korean culture in Indonesia. [Nama jurnal tidak tersedia].

Safitri, R., Hadi, S., & Widiasih, W. (2023). Effect of the problem based learning model on the students motivation and learning outcomes. Jurnal Penelitian Pendidikan IPA, 9(9), 7310–7316. https://doi.org/10.29303/jppipa.v9i9.4772

Sanga, L., & Purba, L. (2019). Peningkatan konsentrasi belajar mahasiswa melalui pemanfaatan evaluasi pembelajaran Quizizz pada mata kuliah Kimia Fisika I. [Nama jurnal tidak dicantumkan].

Yumnah, S. (2021). E-learning based Islamic religious education of learning media: Alternative solutions for online learning during COVID-19. Nazhruna: Jurnal Pendidikan Islam, 4(2), 249–260. https://doi.org/10.31538/nzh.v4i2.1209

Yusuf, F. A. (2023). Meta-analysis: The influence of local wisdom-based learning media on the character of students in Indonesia. International Journal of Educational Methodology, 9(1), 237–248. https://doi.org/10.12973/ijem.9.1.237