

THE IMPLEMENTATION OF QUIZIZZ APPLICATION AS A DIGITAL LEARNING INNOVATION AT SMA BATIK 2

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Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi aplikasi *Quizizz* sebagai inovasi pembelajaran digital dalam pembelajaran Bahasa Inggris di SMA Batik 2 Surakarta. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Subjek penelitian adalah guru dan siswa kelas X-4 yang menggunakan *Quizizz* sebagai media pendukung pembelajaran. Hasil penelitian menunjukkan bahwa *Quizizz* diterapkan dalam tiga tahap pembelajaran: pembukaan, kegiatan inti, dan penutupan. Pada penerapan *Quizizz* dilakukan di tahap kegiatan inti, dimulai dari guru meminta murid untuk membuka *link* yang sudah dibagikan melalui *Whatsapp*, kemudian guru meminta siswa mengerjakan *Quizizz* yang dibagikan dengan sungguh-sungguh, selanjutnya guru meminta siswa untuk menyebutkan skor akhir mereka pada papan tulis untuk monitoring hasil dan evaluasi oleh guru. Penggunaan *Quizizz* terbukti meningkatkan motivasi dan keterlibatan siswa melalui fitur *gamification* seperti skor, *leaderboards*, dan umpan balik langsung. Namun, kendala yang dihadapi meliputi masalah jaringan internet yang tidak stabil dan kurangnya kedisiplinan siswa dalam menyelesaikan tugas. Solusi yang diterapkan meliputi penggunaan koneksi internet pribadi oleh siswa, penggunaan peramban alternatif, serta pengaturan waktu yang lebih fleksibel oleh guru. Secara keseluruhan, implementasi *Quizizz* dinilai efektif dalam menciptakan lingkungan belajar yang lebih interaktif, fleksibel, dan menyenangkan, meskipun masih memerlukan dukungan infrastruktur yang memadai. Temuan ini diharapkan dapat menjadi referensi bagi pengembangan strategi pembelajaran digital yang lebih baik di tingkat pendidikan menengah di Indonesia.

Kata Kunci: Quizizz, Pembelajaran digital, tantangan, solusi, motivasi belajar.

Abstract

This study aims to analyze the implementation of the Quizizz application as a digital learning innovation in English language instruction at SMA Batik 2 Surakarta. The research employs a qualitative approach, with data collected through observation, interviews, and documentation. The participant of the study are the teacher and students of class X-4 who utilize Quizizz as a supplementary learning tool. The results indicate that Quizizz is integrated into three stages of the learning process: the opening, core activity, and closing stages. Its implementation primarily occurs during the core activity phase, beginning with the teacher asking students to open a shared link via WhatsApp. The teacher then instructs the students to complete the Quizizz quiz diligently. Then, students are asked to write their final scores on the whiteboard for the teacher to monitor and evaluate the results. The use of Quizizz has been proven to enhance student motivation and engagement through gamification features such as scores, leaderboards, and immediate feedback. However, challenges include unstable internet connectivity and a lack of student discipline in completing assignments. Solutions implemented to address these issues include the use of personal internet connections by students, alternative browsers, and more flexible time management by the teacher. Overall, the implementation of

Quizizz is considered effective in creating a more interactive, flexible, and enjoyable learning environment, although it still requires adequate infrastructural support. These findings are expected to serve as a reference for the development of improved digital learning strategies at the secondary education level in Indonesia.

Keyword: Quizizz, digital learning, challenges, solutions, learning motivation

1. INTRODUCTION

Language is a valid means of communication and is used by all countries in modern times like today. Quoting from Detik.com after April 26 2023, the number of official languages spoken in the world reached 7,117 languages. With language we can convey ideas and the contents of our thoughts to other people, both orally and in writing. Of the 7,117 languages recognized in the world, the language used as an international language is English, according to the laws and regulations in force in Indonesia, it is stated that one of the foreign languages can be used as a language of instruction in educational units to support students' foreign language skills. Generally, English itself is divided into 3 (three) aspects of language ability, namely including : Speaking, Reading and also Listening.

The digital revolution has significantly impacted education, particularly in enhancing the quality of learning through technology integration. Twenty-first-century education demands learning methods that leverage technology to create interactive, flexible, and relevant learning environments (Prensky, 2010). One technological tool widely used in education is Quizizz, a gamified platform designed to provide an enjoyable learning experience through interactive quizzes. This application combines elements of competition, real-time feedback, and data-driven reporting, motivating students to actively engage in learning (Zhao, 2021).

Although technologies like Quizizz have proven effective in various educational contexts, their implementation in Indonesia still faces several challenges. According to previous studies, one of the primary challenges is the dominance of conventional teacher-centered learning methods that limit student engagement in learning activities (Sanjaya, 2019). These methods not only restrict student participation but also tend to be less relevant to the needs of modern learning. Therefore, innovative technology-based approaches are needed to improve the quality of education, including at SMA BATIK 2.

SMA BATIK 2 has taken steps to integrate the Quizizz application as part of its technology-based learning strategies. This application enables teachers to design interactive quizzes that students can access flexibly, both in and out of the classroom. Moreover, the analytics features of Quizizz assist teachers in monitoring students' progress in real-time, allowing for more effective evaluations and personalized learning experiences (Kahoot &

Quizizz Report, 2022). However, the success of this implementation requires further study to understand its effectiveness and the challenges faced during its application.

This study aims to analyze the implementation of the Quizizz application as a digital learning innovation at SMA BATIK 2. Secondly, the research aims to describe the challenges faced by teachers and students when using Quizizz during the learning process. Thirdly, it seeks to identify the solutions provided by both teachers and students in addressing those challenges. The study focuses on the effectiveness of the application in enhancing students' motivation, engagement, and learning outcomes, as well as teachers' perceptions of its use. The findings of this research are expected to contribute to the development of technology-based learning practices in Indonesia, particularly at the secondary education level.

2. METHODE

Descriptive qualitative research used in this study. Referring to the data search process using observation and interviews with teachers and students. The qualitative approach is deemed appropriate because the main focus of this research is to describe the implementation process, the challenges faced, and the solutions undertaken by both teachers and students in a natural and contextual manner, rather than to measure variable relationships or test hypotheses as in a quantitative approach.

This research was conducted at SMA Batik 2 Surakarta, one of the private high schools in Surakarta City, located on Jl. Samratulangi No.86, Kerten, Laweyan, Surakarta City. SMA Batik 2 has an A accreditation and has electricity, internet, library, science laboratory and computer laboratory facilities. The reason the researcher chose SMA Batik 2 as the research location was because the English teacher in SMA BATIK 2 implemented the Quizizz application in learning English.

In this research, the object is the implementation of the Quizizz application used by English teachers with students, and the problems faced by both teachers and students when using Quizizz as a teaching medium. In this research, the objects are one English teacher and two students of SMA BATIK 2 Surakarta who are using Quizizz as a medium to support English language lessons.

The data for this research consists of information regarding the implementation of the Quizizz application in supporting English language teaching. All data was collected through observation, document review and interviews. The informant are teachers and students of SMA BATIK 2 Surakarta who are using Quizizz as a medium to support English language lessons.

3. RESULT AND DISCUSSION

This section presents a discussion of the research findings. Three research questions were posed in this study, and the discussion is focused on the findings related to each of these questions. The first discussion addresses the implementation of the Quizizz application by English teachers to support the teaching and learning process. The second discussion explores the challenges faced by teachers and students in using Quizizz in English language learning. The final discussion examines the solutions employed by teachers and students to overcome the difficulties encountered when using Quizizz.

This study aims to explore the implementation of the Quizizz application in English language learning at SMA Batik 2 Surakarta. The findings indicate that the use of Quizizz has had a positive impact on the teaching and learning process. Teachers primarily use Quizizz as an evaluation tool after delivering the material, which has proven to make the learning process more effective and enjoyable. This aligns with the findings of Dewi et al. (2022), who stated that Quizizz-based teaching materials can improve students' comprehension and make learning more interactive and engaging. Teachers also noted that preparing questions on Quizizz is more practical, supporting the results of Yuniar (2022), who highlighted the ease of use of the application for both teachers and students. Unlike the study by Irnawati et al. (2022), which implemented Quizizz through intensive training, the implementation at SMA Batik 2 was carried out independently by teachers without formal assistance. Meanwhile, Marpaung (2021) reported a broader implementation involving school policies, teacher training, and application across all grades from X to XII, while this study focused only on grade X through direct classroom observation.

Furthermore, this study found that Quizizz offers convenience in the learning process for both teachers and students. Teachers stated that the application simplifies the evaluation process, while students reported feeling more enthusiastic using Quizizz compared to conventional methods. This finding is reinforced by Irnawati et al. (2022), who noted that Quizizz not only helps teachers manage assessments but also significantly improves students' scores. In their study, the majority of students achieved scores above the Minimum Competency Criteria (KKM) thanks to Quizizz being used as a remedial tool. This study also shows that active students demonstrated high enthusiasm for digital learning, supporting the findings of Sari et al. (2022), who reported positive responses from university students toward Quizizz as an English learning medium. Muliya (2022) also stated that the use of Quizizz significantly improved students' learning outcomes, indicating that the benefits of this application span across different educational levels.

However, this study also identified several obstacles in the use of Quizizz as a learning medium. Teachers reported that limited time is a major constraint, causing the application to be used only after all material has been delivered. This issue is also noted by Kinanti (2020), who reported that time limitations and teachers' technical skills are the main inhibiting factors. Additionally, technical problems such as internet access and login difficulties also presented challenges, unlike the findings of Marpaung (2021), who reported more complex obstacles, such as plagiarism among students, difficulties inputting questions, and limited devices for audiovisual media. In this study, the problems were more focused on technical network issues, with no reports of plagiarism or significant user difficulties.

Interestingly, from the students' side, this study found that the obstacles they faced were relatively minor. This was evidenced by the students' success in completing tasks with satisfying results and their positive responses during interviews. One student remarked during an interview, "Learning with Quizizz is more comfortable and practical because we don't have to write in our notebooks, and if the answer is wrong, it shows the correct one." Students preferred learning with Quizizz as it was more practical and entertaining compared to the traditional method of writing exercises in notebooks. This finding is in line with Nisa (2022), who mentioned that the ranking feature in Quizizz fosters healthy competition among students and boosts their motivation to learn, similar to Rahmawati (2021), who reported that students found Quizizz easy to use, enjoyable, and helpful in increasing their motivation during online learning. Despite differences in context, these studies share similar outcomes, highlighting the high enthusiasm and engagement of students when using Quizizz. In all three studies, students showed greater involvement in the learning process, although research methods varied: Nisa used a quantitative approach at the junior high level, Rahmawati used Google Forms with information system university students, while this study applied a descriptive qualitative method with senior high school students.

This study also recorded that the automatic checking feature and provision of correct answers in Quizizz served as an effective solution for speeding up teachers' assessment processes and delivering immediate feedback to students. This finding is consistent with Wen (2022), who emphasized the advantages of the auto-checking and real-time feedback features in helping teachers save time and improve assessment efficiency. However, Wen's study employed a broader systematic approach, covering various educational levels internationally, whereas this research focused solely on implementation at SMA Batik 2 Surakarta.

In addressing students who were reluctant to complete the quizzes, teachers at SMA Batik 2 Surakarta provided direct warnings and assigned additional tasks to help students achieve

optimal learning outcomes. This strategy aligns with the approach used by Irnawati et al. (2022), who employed Quizizz as a remedial tool to assist students scoring below the Minimum Competency Criteria (KKM). Providing extra exercises proved effective in improving students' performance.

Meanwhile, from the students' side, the solution to internet connectivity issues showed interesting parallels with previous studies. In this study, students overcame the limitations of the school's network by using their own mobile internet data, as the school's Wi-Fi was inadequate. This solution is similar to Rahmawati (2021), who observed that during online learning, many students preferred to rely on their personal networks to ensure stable connectivity while using Quizizz. Yuniar (2022) also found that students viewed the application as practical as long as a reliable connection was available, leading them to opt for personal internet over school facilities. However, the solution adopted by students in this study appeared to be more adaptive and straightforward, differing from Wen (2022), who reported the use of local synchronization or offline modes to address network challenges on a global scale.

Ultimately, overall results from this study confirm that the implementation of Quizizz at SMA Batik 2 Surakarta aligns with the positive trends found in existing literature. Quizizz is recognized as an effective, enjoyable, and motivating educational tool, as also noted by Sari et al. (2022), Muliya (2022), and Yuniar (2022). Teachers at SMA Batik 2 relied on simple solutions to overcome challenges, such as optimizing the features of the application and using evaluation sessions as moments to boost students' learning enthusiasm. Thus, this study makes a new contribution by highlighting how Quizizz can be implemented adaptively in the context of senior high schools, without the need for extensive training or structural changes, while still delivering positive impacts on English language learning.

4. CLOSING

This study aims to describe how English teachers at SMA Batik 2 Surakarta implement Quizizz as a learning medium. Based on the research findings and discussions on the implementation of the Quizizz application in English language learning at SMA Batik 2 Surakarta, the researcher concludes that the teacher implements Quizizz effectively and in a structured manner as a learning medium. The findings show that although the teacher uses Quizizz as a learning tool, they still deliver the material directly and continue to use textbooks for daily assignments and quizzes. The teacher uses Quizizz primarily as a formative

assessment tool and as a medium to monitor students' progress on the material that has been taught.

The learning process is divided into three stages: opening, main activities, and closing. In the main activity, students are asked to access the Quizizz link shared by the teacher through the WhatsApp platform and complete the quiz individually. The scores are then reviewed as evaluation material. Students responded positively to Quizizz and the learning system implemented by the teacher, particularly due to gamification features such as scoring, leaderboards, and instant feedback. These features are perceived to make the learning environment more enjoyable, effective, and encouraging for students to participate more actively.

Secondly, this study aims to describe the difficulties faced by teachers and students in using Quizizz. Based on the observations and interviews conducted, the researcher found several challenges encountered by both teachers and students. The main obstacle is the instability of the school's internet network, which causes difficulties in accessing the application optimally. Additionally, on some mobile devices, Quizizz cannot be opened using the default browser, requiring the use of applications such as Google Chrome. Another challenge lies in the lack of student discipline. The freedom to use mobile phones during lessons makes some students feel free to do other activities on their devices, leading to a lack of discipline and reluctance to complete assigned tasks.

These issues have further implications, particularly concerning time efficiency. From the observations, the researcher found that the teacher uses Quizizz in classes that have English lessons scheduled for two instructional hours. In practice, one instructional hour is only sufficient for the introduction, and if students are asked to complete a Quizizz session, there would not be enough time to finish it properly.

Thirdly, this study aims to describe the solutions applied by teachers and students in addressing these challenges. Based on the findings, the researcher discovered that for every problem faced, both teachers and students have developed solutions when using Quizizz. To overcome network issues, students have anticipated this by using their own personal internet connections, while the teacher minimizes disruptions by not using Quizizz too frequently, alternating it with materials that do not require the platform. Additionally, the teacher offers retests for students, particularly those who did not achieve the desired score. To address time constraints, the teacher schedules Quizizz-based sessions in classes that have English lessons spanning two instructional hours or a total of ninety minutes.

Despite several technical limitations, the application offers an interactive, flexible, and student-centered learning approach that aligns with 21st-century educational demands. Optimal use requires adequate infrastructure support, effective classroom management, and readiness to tackle technological challenges. Overall, the implementation of Quizizz at SMA Batik 2 has successfully fostered a more engaging, modern, and technology-oriented learning atmosphere. The results of this study are expected to serve as a reference for English teachers and other educators in developing effective and enjoyable digital learning strategies.

The implications of these findings focus on the learning process of English among senior high school students, particularly during lessons that utilize *Quizizz* as a learning medium. Although *Quizizz* offers features that can enhance students' motivation to learn English, the role of the teacher must also be taken into consideration, as it presents certain challenges that need to be carefully addressed. Teachers need to provide intensive guidance and supervision to students to eliminate the possibility of students becoming idle or neglecting their assignment.

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