

## **A Strategy for Implementing The Quizizz Game-Based Learning Tool to Motivate Fifth-Grade Students at State Elementary School 1 Jelapat**

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**Keywords:**

Quizizz; Game-Based Learning Media; Learning Motivation; Elementary School.

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**Abstract**

This study aims to describe the implementation strategy of the Quizizz game-based learning media in providing learning motivation for grade V students of State Elementary School 1 Jelapat. The research uses a qualitative approach with descriptive methods and case study design. The research subjects consisted of homeroom teachers and class V students. Data were collected through observation, interviews, and documentation, then analyzed using the Miles and Huberman interactive model which included data reduction, data presentation, and conclusion drawn. The validity of the data was obtained through source triangulation, technical triangulation, and member check. The results of the study show that the Quizizz implementation strategy is carried out in a planned manner through the planning, implementation, and evaluation stages of learning. Teachers place Quizizz as a medium for reinforcement and evaluation after the delivery of the core material, as well as utilize the features of points, ratings, deadlines, and direct feedback to create an interactive and fun learning atmosphere. The use of Quizizz is able to increase students' motivation to learn, both intrinsically and extrinsically, which is shown through increased enthusiasm, involvement, and activeness of students during learning. The obstacles faced are limited devices, unstable internet networks, and differences in students' digital abilities, but can be overcome through teachers' adaptive strategies. The research concludes that the Quizizz game-based learning media can be an effective learning strategy to increase learning motivation in elementary school if implemented appropriately and contextually.

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### **INTRODUCTION**

Education is a conscious and structured process to create a learning environment that encourages the active involvement of students in developing their potential (Akinsemolu & Onyeaka, 2025; Blaschke, 2023; Dzaiy & Abdullah, 2024; Khodadad, 2023). In accordance with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation (Sutrisno & Arifi, 2025). To achieve this goal, the learning process needs to be systematically designed by utilizing various learning resources and media so that students get a meaningful learning experience.

One of the factors that determine the success of learning is learning motivation. Motivation plays a role as the main driver of student involvement in learning activities. However, the phenomenon that occurred at State Elementary School 1 Jelapat shows that the learning process still uses many conventional methods, so that students easily feel bored and

less motivated. In fact, in the digital era, students are used to using gadgets and tend to like interactive activities. This condition creates a gap between the learning style of students and the methods used by teachers.

The development of digital technology requires teachers to apply innovative learning media and in accordance with the characteristics of elementary school students. One of the game-based learning media that can be used is the Quizizz application. This application is an interactive game-based quiz platform that allows teachers to present questions in an interesting way through points, rankings, deadlines, and fun visual displays. Through the gamification mechanism, Quizizz is able to create a more interactive learning atmosphere so that students feel challenged to actively participate (Citra & Rosy, 2020).

Various previous studies have shown that the use of Quizizz is effective in increasing the motivation, activeness, and learning outcomes of students at various levels of education. Mawaddah et al. (2021) found that the use of Quizizz had a positive effect on the mathematics learning outcomes of elementary school students. Surachmi (2021) revealed that the combination of video media with Quizizz increased student involvement in learning from home, while Ningtyas and Syaodih (2021) assessed that Quizizz was able to increase student competence and teacher creativity. Similar results were also found by Nurpratiwi et al. (2022) and Sattar et al. (2021) who emphasized that the competition feature in Quizizz encourages students' attention and motivation to learn.

However, most of the research still focuses on the context of online learning or at the secondary and tertiary education levels. Studies that specifically examine the implementation strategy of Quizizz as a game-based learning medium in face-to-face learning in elementary schools are still limited. This gap is the research gap that this research is trying to fill. The novelty of the research lies in the focus of the study that not only examines the use of Quizizz, but specifically examines its implementation strategy in providing learning motivation, with the context of State Elementary School 1 Jelapat that has never been researched before.

The urgency of this research is heightened by several factors. First, Indonesia's post-pandemic learning recovery requires innovative strategies to re-engage students who experienced learning loss and decreased motivation during remote learning. Second, the Merdeka Curriculum emphasizes student-centered, technology-integrated learning, yet many teachers lack practical guidance on implementation. Third, rural schools like State Elementary School 1 Jelapat face specific infrastructure challenges that urban-focused research does not address, making localized implementation strategies essential.

The novelty of this research lies in four aspects. First, it is the first study to examine Quizizz implementation specifically at State Elementary School 1 Jelapat, South Barito Regency. Second, it maps the implementation strategy into three clear stages: planning, implementation, and evaluation, providing a replicable framework. Third, it identifies both intrinsic motivation pathways (interest, enjoyment, challenge) and extrinsic motivation pathways (points, rankings, time limits) emerging from Quizizz use in face-to-face elementary learning. Fourth, it documents teacher adaptive strategies for overcoming infrastructure limitations (device sharing, pair work, simplified technical procedures).

Based on this description, this study aims to describe the implementation strategy of Quizizz game-based learning media in the learning process of grade V State Elementary School 1 Jelapat, analyze the steps of teachers in implementing it to provide learning motivation,

identify obstacles faced, and examine the response of teachers and students to the implementation of the media. The results of the research are expected to make a theoretical contribution to the development of the study of digital technology-based learning media in elementary schools, as well as become a practical reference for teachers in developing innovative and motivating learning.

## **METHOD**

This research used a qualitative approach with descriptive methods and *case study design*. The qualitative approach was chosen because the research focuses on efforts to understand in depth the implementation process of the Quizizz game-based learning media and explore the experiences, perceptions, and responses of students and teachers to the use of these media (Creswell, 2014; Moleong, 2017). The descriptive method is used to describe and analyze phenomena systematically, factually, and accurately based on field data, without the aim of testing hypotheses (Sugiyono, 2019). The case study design was chosen because the research was carried out intensively in one location, namely State Elementary School1 Jelapat, with the object of study in the form of the implementation of Quizizz in learning in grade V (Yin, 2018).

The research was carried out at State Elementary School1 Jelapat, South Dusun District, South Barito Regency, for approximately two months, from February to April 2026. The research subjects consisted of teachers of class V as learning implementers as well as users of Quizizz media, and class V students who directly experienced the learning process using the media. The purpose of selecting this subject is to provide a comprehensive picture of the implementation of game-based learning media in increasing learning motivation.

Data collection techniques are carried out through observation, interviews, and documentation. Observation is carried out in a participatory-passive manner to observe the learning process in the classroom, the planning and management of learning by teachers, student responses, and the learning atmosphere created. In-depth interviews were conducted with classroom teachers and students to explore perceptions, experiences, benefits, obstacles, and motivation for learning. Documentation includes learning tools, screenshots of Quizizz usage, and photos of learning activities as supporting evidence.

Data analysis uses the interactive model of Miles and Huberman (1994) which consists of three stages, namely data reduction, data presentation, and conclusion drawing and verification. In addition, the researcher also applies *thematic coding techniques* through the stages of *open coding*, *axial coding*, and *selective coding* to group data into main themes related to the focus of the research. The validity of the data is obtained through source triangulation, technical triangulation, and *member check* so that the research findings have a level of credibility that can be scientifically accounted for.

## **RESULTS AND DISCUSSION**

This study presents field findings regarding the implementation strategy of the Quizizz game-based learning media in providing learning motivation for grade V students of State Elementary School1 Jelapat. Data was obtained through in-depth interviews with teachers and students, direct observation of the learning process, and supporting documentation. Before presenting the main findings, Table 1 below presents a summary of the results of previous research that serves as a reference for the position of this research.

**Table 1. Summary of Previous Research Results**

Researcher	Research Focus	Research Results
Astafiria & Bayu (2021)	Quizizz-assisted digital media development on the ecosystem material for grade VI elementary school	The media developed has a high level of feasibility and receives a positive response from teachers and students.
Surachmi (2021)	Blending video media and Quizizz on learning from home	The combination of video media and Quizizz increases student engagement and interest; Most of the students actively participated in the evaluation.
Ningtyas & Syaodih (2021)	Usage of Quizizz for learning in primary education	Quizizz is considered fun and interactive and able to increase student competence and teacher creativity.
Nurpratiwi et al. (2022)	The use of Quizizz in Fiqh subjects in madrassas	Quizizz makes it easier to understand the material and increases learning motivation; network constraints and device limitations were found.
Rizki et al. (2022)	The impact of Quizizz on the high-level thinking skills of PGSD students	Quizizz has a positive effect on high-level thinking skills with a higher final score than similar applications.

Source: Processed from the results of previous research studies (2025).

Based on this summary, previous research has proven the effectiveness of Quizizz, but not many have studied its implementation strategies in face-to-face learning in elementary schools. The findings of this study are further presented and discussed into the following three subtopics.

### **Quizizz Game-Based Learning Media Implementation Strategy**

The results of observations, interviews, and documentation show that the implementation strategy of the Quizizz game-based learning media in grade V of State Elementary School11 Jelapat was carried out in a planned manner and adjusted to the real conditions in the classroom. The use of Quizizz is not done spontaneously, but through planning that considers the suitability of the material and the readiness of students. The teacher places Quizizz at the stage of reinforcement and evaluation of learning, which is after the delivery of the core material, as revealed in the following interview.

*"I usually use Quizizz after the material is explained, so not from the beginning. The goal is for the children to be more enthusiastic about repeating the material and I can also see the extent to which they understand." (G1)*

The implementation strategy can be mapped into three main stages, namely planning, implementation, and evaluation, as presented in Table 2.

**Table 2. Stages of Quizizz Game-Based Learning Media Implementation Strategy**

Stages	Teacher Activities
Planning	Preparing learning tools, selecting core materials, and compiling questions in the Quizizz application that are tailored to the indicators and characteristics of students.
Implementation	Conditioning students, conveying learning objectives, providing technical briefings, and guiding students to take quizzes by utilizing the points, rankings, deadlines, and direct feedback features.
Evaluation	Utilizing the results and recap of Quizizz answers to identify the level of understanding of students and re-discuss questions that many answered incorrectly.

Source: Results of research data processing (2026).

At the implementation stage, the observation results showed that students worked on the questions by paying attention to the time limit and the score obtained displayed on the screen. Students appear to be more focused and show positive emotional reactions when they get high scores or see a change in ranking. Quizizz's implementation strategy is also flexible and contextual. Considering that not all students have devices, teachers arrange the use of devices in turn or in pairs so that all students remain involved in learning.

*"Because not all children have cellphones, so I arranged for them to be paired. The important thing is that everyone stays and no one just watches." (G1)*

These findings show that the success of the implementation of learning media is not only determined by the sophistication of the media, but also by the teacher's strategy in integrating it into the learning process. The placement of Quizizz as a reinforcement medium is in line with Piaget's (1952) constructivist theory which emphasizes that knowledge is actively built through experience and repetition, as well as Vygotsky's (1978) view of the importance of social interaction in strengthening students' understanding. Thus, the Quizizz implementation strategy can be interpreted not only as the use of technology, but as a form of learning management that demands creativity and pedagogical awareness of teachers.

#### **Students' Learning Motivation in the Implementation of Quizizz Media**

The findings of the study show that the implementation of Quizizz makes a real contribution to increasing students' motivation to learn. This motivation grows through two paths at once, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation can be seen from the increase in students' interest and enjoyment in participating in learning. Students view learning activities as no longer boring, but rather a fun and challenging experience. This is reflected in the following student statements.

*"If you use Quizizz, it feels like learning quickly, you don't feel tired, and you want to keep answering." (PD1)*

Meanwhile, extrinsic motivation emerges through Quizizz's features such as scores, time limits, and rankings that provide additional encouragement for students to try to answer questions seriously. However, the results of the study show that the motivation that emerges is not solely oriented towards obtaining the highest score. Students are also encouraged to understand the material and correct mistakes, especially when the teacher conducts follow-up

discussions. Students even become more daring to try even though they are not sure of the answer.

*"If you don't want to be judged, then you have to be brave enough to do so." (PD2)*

These findings are in line with *the Self-Determination Theory* put forward by Deci and Ryan (2000), which explains that intrinsic motivation arises when individuals feel interested, happy, and have direct involvement in an activity, while extrinsic motivation is influenced by external factors such as reward, competition, and recognition. Increased student participation including previously passive students also shows high learning engagement, which in the perspective of constructivism is an important prerequisite for building knowledge meaningfully. In addition, the direct feedback provided by Quizizz helps students recognize their strengths and weaknesses, so that this media not only serves as an evaluation tool, but also as a means of reflection on learning.

### **Obstacles and Responses of Teachers and Students to the Implementation of Quizizz**

The implementation of Quizizz game-based learning media is inseparable from a number of obstacles. The most dominant obstacle is the limitation of facilities and infrastructure, which is that not all students have personal devices that can be used at the same time. The second obstacle is related to the stability of the internet network which on several occasions has been disrupted so that the learning process does not run optimally. The next obstacle is the difference in students' ability to operate digital technology, as well as the limitation of learning time because the use of Quizizz requires additional time for technical preparation.

*"Sometimes the network is unstable, there are children who have entered, and some are still loading. That's what makes the time a bit late." (G1)*

However, teachers do not view these obstacles as barriers, but as part of the process of adapting technology-based learning. Teachers make strategic adjustments, such as regulating the use of devices, providing additional assistance, and simplifying the learning flow. This adaptive attitude shows that the learning media implementation strategy is flexible and responsive to field conditions.

The response of teachers and students to the implementation of Quizizz showed a predominantly positive tendency. Teachers view Quizizz as a medium that is able to change the previously monotonous learning atmosphere into a more dynamic and interactive one, as well as facilitate monitoring of students' understanding through the recap feature of results and scores. Teachers also show a reflective attitude by placing Quizizz as part of the learning strategy, not the end goal, and using it proportionately so that students don't feel bored.

*"The kids don't just want to win, but they're happy because learning feels like playing." (G1)*

From the student's side, the positive response is reflected in enthusiasm, readiness to learn, increased participation, and the courage to try to answer questions. The reciprocal interaction between the positive responses of teachers and students creates a positive cycle in learning. This is in line with Vygotsky's (1978) view that learning is a social process that involves active communication. Overall, the findings of the study confirm that the success of the implementation of Quizizz is not only determined by the media used, but also by the role of reflective and adaptive teachers and the acceptance of all parties involved in the learning process.

## CONCLUSION

The implementation strategy of Quizizz game-based learning media in providing learning motivation for grade V students of State Elementary School1 Jelapat is carried out in a planned and integrated manner through the planning, implementation, and evaluation stages of learning. Quizizz is placed as a medium for reinforcement and evaluation after the delivery of the core material, and uses its points, rankings, deadlines, and direct feedback features to create an interactive and fun learning atmosphere. The use of Quizizz has been proven to be able to increase students' motivation to learn, both intrinsically and extrinsically, which is shown through increased enthusiasm, involvement, activeness, and a positive attitude towards learning. Obstacles in the form of device limitations, unstable internet networks, and differences in students' digital abilities can be overcome through teachers' adaptive strategies, while the response of teachers and students to media implementation is predominantly positive and mutually reinforcing. This study concludes that the Quizizz game-based learning media can be an effective learning strategy to increase learning motivation in elementary schools if implemented appropriately and contextually and supported by the reflective role of teachers. Teachers are advised to design the use of Quizizz in a mature and integrated manner in learning tools, schools need to provide conducive means and policy support, and researchers can further expand the research context and develop quantitative approaches or mixed methods to reinforce findings.

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