

The Role of QuizWhizzer in English Learning: A Descriptive Study to Increase the Learning Interest of 8th Grade Students

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Abstract

This study aims to determine the extent to which the use of QuizWhizzer can increase student interest in learning. The method used in this research is descriptive quantitative. The research subjects were students of class VIII F and VIII G at SMPN 3 Lamongan totaling 60 students, but only 33 students were taken as samples in data collection in the form of student learning interest questionnaires. Indicators of student interest in learning questionnaires include attention, interest, feelings of pleasure, student involvement. The percentage results obtained for the student attention indicator are 60.24%, the student interest indicator is 64.36%, the feeling of pleasure indicator is 65.57%, the involvement indicator is 63.63%. The total of the four indicators is 63.45% and is in the High category. This study makes an important contribution in the development of technology-based learning methods by confirming the effectiveness of using QuizWhizzer application as an interactive learning media. The results show that QuizWhizzer not only significantly increases students' learning interest and motivation, but also strengthens students' active involvement in the learning process through interesting and fun interactive quizzes.

Keywords: Quizwhizzer; Learning Motivation; Learning Media

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INTRODUCTION

Future generations are greatly influenced by education since it gives them the information and abilities they need to deal with the difficulties of the world. Students' motivation, engagement, and attainment of the best possible learning outcomes are all influenced by their interest in learning, which is a critical component that defines the

effectiveness of the educational process. Learning interest refers to the emotional and motivational engagement of students in educational activities. A higher level of interest often leads to improved learning outcomes. Therefore, it is essential for educators to adopt strategies that foster and sustain students' interest in learning.

In the current digital age, incorporating multimedia and interactive digital technologies into the classroom has been shown to be a successful strategy for increasing student motivation and developing more stimulating learning environments. Leveraging these tools is crucial to meeting students' increasing expectations and promoting their active engagement in the learning process as digital resources continue to advance. One such tool is QuizWhizzer, a game-based learning platform that transforms traditional lessons into interactive quizzes. Unlike many similar platforms, QuizWhizzer stands out with its unique racing competition system, customizable avatars, and a wide variety of question types-including multiple choice, short answer, drag and drop, audio, and open-ended questions. It also offers features such as instant feedback, power-ups to boost engagement, and the ability to integrate images, audio, and video into questions, making learning more dynamic and tailored to different subjects and skills. These distinctive features not only foster healthy competition and motivation among students but also make it easier for teachers to create engaging, large-scale interactive lessons and track student progress in real time. This study focuses on QuizWhizzer due to its innovative approach to gamified learning and its potential to significantly enhance student engagement and learning outcomes. It offers a fun and competitive learning environment that can increase student participation and motivation. By incorporating game elements into lessons, educators can enhance student engagement and motivation, leading to improved learning outcomes that align with students' digital lifestyles.

The increasing difficulties traditional classrooms encounter in maintaining student enthusiasm and engagement highlight the need to investigate useful educational technology like QuizWhizzer. Because digital-native students are used to immersive and engaging experiences, traditional teaching techniques sometimes place an emphasis on passive learning and little participation. By combining game-based mechanisms, real-time feedback, and competitive components, QuizWhizzer tackles these problems and makes learning more engaging and dynamic. Innovative digital tools like QuizWhizzer are essential for individualized training, encouraging active engagement, and supporting a variety of learning styles as education moves toward a more student-centered approach. QuizWhizzer supports the fundamental objectives of student-centered learning by giving teachers the ability to customize content and engage students through interactive tests and gamification. It is crucial to comprehend how QuizWhizzer and other similar platforms affect students' motivation and interest in order to improve learning results and instructional practices. The purpose of this study is to assess how well QuizWhizzer improves

student engagement and academic performance in order to offer guidance for the incorporation of game-based learning resources into contemporary education.

Academic success is significantly influenced by students' motivation in learning. Despite its significance, a large number of pupils exhibit poor levels of involvement in conventional classroom settings. More than half of students often report feeling bored during class, according to research, which is typically caused by monotonous teaching strategies and a lack of possibilities for participatory learning. Academic performance is hampered by this lack of involvement, which also raises absenteeism and lowers pupils' general passion for learning. In order to establish dynamic learning environments that encourage and inspire students to realize their greatest potential, these issues must be resolved. The issue becomes more pressing as educational demands grow increasingly complex and students face distractions from digital media outside the classroom.

The primary issue stems from a disconnect between traditional educational methods and the changing learning styles of students. Current learners, often called "digital natives," have been surrounded by technology and digital platforms since childhood, which informs their ways of absorbing information and interacting with learning materials. In contrast to older generations who were used to a more passive style of learning centered around lectures, digital natives favor educational experiences that are interactive, rich in multimedia content, and collaborative, utilizing technological tools. They tend to engage more effectively through videos, simulations, game-based learning, and prompt feedback, which are frequently absent in conventional teaching approaches. It is crucial for educators to acknowledge and adjust to these unique preferences in order to improve student motivation and educational results. In response, educational stakeholders are seeking innovative solutions that align with students' cognitive and emotional needs while fostering curiosity, motivation, and critical thinking.

Game-based learning platforms like QuizWhizzer offer a potential solution by introducing fun, interactive, and competitive elements into the learning process. Several studies have demonstrated that game-based learning can significantly enhance student engagement and improve learning outcomes. For instance, a study by (Suci Hanifah Nahampun et al., 2024) showed that game-based learning methods significantly increase motivation and academic competence among elementary school students, fostering more dynamic interactions between teachers and students as well as greater active participation in learning. Additionally, a meta-analysis by (Clark et al., 2016) found that game-based learning is effective in improving knowledge retention and skill development. These findings suggest that platforms like QuizWhizzer can serve as an effective solution to address issues of low engagement and poor learning outcomes by making the learning process more enjoyable and interactive. However, while several studies have explored the general benefits of

game-based learning tools in enhancing student engagement and motivation, empirical evidence specifically examining the effectiveness of QuizWhizzer in formal educational settings remains scarce. This gap highlights the need for focused research to evaluate how QuizWhizzer influences students' learning interest and outcomes, thereby providing clearer insights into its potential as an educational tool.

From a broader educational perspective, this issue relates to ongoing global efforts to modernize education through technology integration. By understanding how platforms like QuizWhizzer influence learning interest, educators can make informed decisions about instructional design and improve student learning outcomes. This research addresses a critical gap by examining how a game-based learning approach can support and sustain student interest – an essential step toward achieving more engaging and effective education.

Several studies have shown the positive impact of technology-based learning tools on student engagement and motivation. For instance, (Albari et al., 2024) found that Kahoot significantly improved students' learning motivation. The results showed that there was a significant increase in students' enthusiasm after the application of the Kahoot method, with the average enthusiasm score increasing from 65 before the application to 85 afterwards. Similarly, (Suwarni et al., 2023) found that Quizizz is effective in increasing students' attention and learning motivation. This study concluded that the average percentage of the effectiveness of the Quizizz application on student attention was 70.1% or quite effective, while Quizizz on student learning motivation was 70.3% or quite effective. These findings support the idea that technology can play a key role in revitalizing classroom learning.

However, there remains a lack of in-depth research specifically examining QuizWhizzer, a platform with unique features that combine game elements and personalized progress tracking. Unlike more commonly studied tools like Kahoot! or Quizizz, QuizWhizzer offers customizable quizzes mapped onto virtual game boards, providing an immersive and competitive experience. Despite its growing use in informal settings, academic literature on its implementation and effectiveness in formal education contexts is scarce.

Moreover, previous studies have often focused solely on either intrinsic or extrinsic motivation, without comprehensively examining both dimensions of learning interest. This study contributes to the literature by exploring how QuizWhizzer influences both intrinsic interest-driven by personal curiosity and enjoyment-and extrinsic interest-motivated by rewards and competition. Understanding these dual aspects of motivation is crucial for educators, as it enables them to design learning experiences that not only foster deep, self-sustained engagement but also leverage external incentives to encourage participation and persistence. By distinguishing between intrinsic and extrinsic motivators, teachers can tailor their instructional strategies to better support diverse student needs and

optimize learning outcomes. By integrating educational psychology theories from experts like (Djamarah, 2011) and, (Slameto, 2015) this research provides a deeper understanding of how internal and external factors interact to shape students' learning interest. This study is novel in its specific focus on QuizWhizzer and its comprehensive approach to measuring the platform's impact on both motivational and emotional dimensions of student engagement.

The main objective of this study is to examine the influence of QuizWhizzer on students' learning interest in classroom settings, with the expectation that its interactive and competitive features will enhance both intrinsic and extrinsic motivation. Specifically, the research aims to determine whether using this platform can significantly boost student motivation and engagement during lessons. By analyzing the impact of intrinsic and extrinsic motivational factors facilitated through QuizWhizzer's game-based learning features, the study seeks to provide practical insights for educators on how to effectively integrate such platforms to improve student engagement, participation, and overall academic performance.

The scope of the study is limited to a specific educational setting, focusing on junior high school students. Data will be collected through classroom observations, student questionnaires, and interviews with teachers. The study will be guided by the theoretical frameworks of (Djamarah, 2011), (Slameto, 2015). These theories emphasize the importance of active participation, student autonomy, and social interaction in effective learning.

However, several limitations must be acknowledged. First, the study is context-specific and may not be generalizable to all educational levels or regions. Second, the research focuses solely on the use of QuizWhizzer, and findings may not apply to other game-based platforms. Third, due to the subjective nature of self-reported data, responses might reflect social desirability bias.

Despite these limitations, the study seeks to offer valuable insights into the potential of digital learning tools to enhance classroom dynamics. The findings are expected to inform educators and curriculum designers on how to integrate game-based media effectively to improve learning interest and outcomes.

METHOD

This study employs a quantitative descriptive research approach, primarily aimed at detailing the characteristics of a specific variable through numerical data. According to (Sugiyono, 2017), descriptive quantitative research does not involve experiments or treatment to the subjects – it only focuses on observing and describing what is already happening. This study uses a quantitative descriptive approach because it aims to describe and analyze data objectively regarding students' responses to the use of QuizWhizzer in English learning. With this approach, the researcher can measure the extent to which the media is effective in increasing students' motivation, engagement and understanding based on numerical data collected through

questionnaires. In this case, the study focuses on students' interest in learning English after using a digital learning tool called QuizWhizzer. In this instance, the research focuses on students' interest in learning English after engaging with a digital learning tool known as QuizWhizzer. This method has been selected because the objective is to assess students' interest in learning based on their individual responses, rather than to test a hypothesis or explore relationships between variables. By adopting this approach, the researcher can efficiently gather data from a large number of students simultaneously and analyze it using statistical tools. Since the data is quantitative, it can be easily interpreted and represented through tables and graphs by using Microsoft Excel, facilitating the identification of patterns or trends in student interest levels. The study aims to enhance the understanding of how students interact with technology in their English learning experience. The findings are anticipated to provide valuable insights for educators seeking to create more engaging and interesting lessons through the use of interactive tools like QuizWhizzer.

The participants in this research were eighth-grade students from SMP Negeri 3 Lamongan, specifically from two classes: VIII F and VIII G, with a total of 60 students. This research was conducted in two classes determined by the school as the research location. From the two classes, the researcher took 33 students as the research sample by using purposive sampling technique. The sample selection was based on the level of student activeness in class, with the consideration that active students tend to provide richer and more relevant responses to the use of QuizWhizzer learning media. Although only a portion of the total student population was included in the sample, it was deemed adequate due to the similarities between the two classes. They followed the same curriculum, were instructed by the same teacher, and utilized identical learning materials, ensuring a consistent learning environment. As a result, the responses of the selected students could effectively represent the broader group. The selected students were asked to fill out a questionnaire designed to measure their interest in learning. The questionnaire was based on four main indicators from (Slameto, 2015): attention, interest, pleasure and involvement. These four aspects helped the researcher understand how interested the students were in the learning process after using QuizWhizzer in class.

The research was conducted in several stages, beginning with the development of a questionnaire designed to gather data. This questionnaire was grounded in (Slameto, 2015) theory, which identifies four key aspects of learning interest: enjoyment, attention, interest, and participation. It comprised 20 statements inviting students to express their level of agreement or disagreement on a scale, thus facilitating a clearer expression of their feelings and opinions. Once the questionnaire was finalized, the researcher distributed it to students after completing one chapter and had previously engaged with QuizWhizzer in their English lessons. It was important to give the questionnaire after using the media so that students could

answer based on real experience. The researcher ensured that the questionnaires were distributed during school hours, taking the time to clarify any questions or instructions for the students. The researcher also helped when students had difficulty in understanding the statements in the questionnaire. After collecting all the questionnaires, the researcher included incomplete responses in the data to be analyzed, but for invalid responses, such as the same response for all statements, the researcher did not include them. Each response was then coded and entered into a data processing program. Coding involved translating the students' responses into numerical values, making them suitable for statistical analysis. These steps were essential in transforming raw responses into meaningful data, illuminating the level of student interest in learning English through digital tools.

This approach effectively summarizes and presents the data in a clear manner, without drawing broad conclusions applicable to all students. The primary aim is to illustrate how the students in the sample responded to the questionnaire regarding their learning interests. According to Sugiyono (as cited in (Sahir, 2021)), descriptive statistics are useful to give a clear picture of the data that has been collected. The researcher calculated the average (mean), highest and lowest scores (maximum and minimum), and standard deviation. These statistical measures reveal the overall level of interest among students, the variability of their responses, and the prevailing trends. Subsequently, the data was organized into tables for enhanced readability and comprehension. To make the results easier to interpret, the researcher used a scoring category based on percentages. These categories are:

Table 1. Criteria for scoring student interest questionnaire

Interval (%)	Criteria
81-100	Very High
61-80	High
41-60	High enough
21-40	Less High
0-20	Less than Very High

Utilizing these categories allowed the researcher to easily gauge the level of interest among students in learning English through QuizWhizzer, distinguishing between high, medium, and low interest. This analysis provided valuable insight into the effectiveness of the media in enhancing student engagement in the learning process.

RESULTS AND DISCUSSION

Research data on students' learning interest is obtained through a questionnaire that has been given to 8th grade students at SMP Negeri 3 Lamongan. Learning interest in this study was measured through four indicators based on Slameto's theory, namely students' attention, students' interest, students' pleasure and students' involvement. This indicator was chosen because it represents the key aspects of student interest in learning both affectively and behaviorally. Slameto

stated that student learning interest is not only about students' focus and feelings of pleasure, but also the desire to be involved and actively participate when learning takes place. These indicators are important to measure how far QuizWhizzer as a learning media is able to increase students' interest in learning. Later this will be in line with the research objectives, to determine the effectiveness of QuizWhizzer as a learning media to increase students' interest in learning. The questionnaire method is used by providing 20 statements related to 4 indicators of learning interest with alternative answers as follows:

Table 2. Learning interest research scale

Scale	Description
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

Statements number 1 to 5 (P1-P5) represent indicators of students' attention. Statements number 6 to 10 represent indicators of students' interest. Statements number 11 to 15 represent indicators of students' pleasure. Statements number 16 to 20 represent indicators of students' engagement. The data that has been collected is then processed using Microsoft Excel to be analyzed. From the results of data processing, it was found that the four indicators of student interest in learning obtained a total score of 2094 from a maximum total score of 3300, thus obtaining a percentage of 63.45%. Based on table 1 about the criteria for the questionnaire assessment scale, the use of QuizWhizzer media in learning English in 8th grade students at SMP Negeri 3 Lamongan obtained results with high criteria of student interest.

Table 3. Total of all indicators of student interest in learning

Indicator	Total Score	Maximum Score	Percentage
Student Attention	497	825	60,24%
Student Interest	531	825	64,36%
Good Feelings	541	825	65,57%
Student Engagement	525	825	63,63%
Total	2094	3300	63,45%

Student Attention

Table 4. Results of the five statements on student attention

Item Number	Total Score
P1	117
P2	86
P3	113
P4	94
P5	87
Total	497
Maximum Score	825

Item Number	Total Score
Percentage	60,24%

In table 4, it can be seen that of the five statements about student attention indicators given in the questionnaire, the results show that the percentage of student attention indicators totals 60.24%. This shows that during the learning process, the level of student attention was average. The percentage shows high attention from students and indicates that the gamified learning approach can capture student attention in the classroom but is still not high enough and requires improvement to raise student attention to a higher percentage. P1 or statement number 1 received a total score of 117 out of a maximum score of 165. P2 or statement number 2 gets a total score of 86 out of a maximum score of 165. P3 or statement number 3 gets a total score of 113 out of a maximum score of 165. P4 or statement number 4 gets a total score of 94 out of a maximum score of 165. P5 or statement number 5 received a total score of 87 out of a maximum score of 165. The total score of P1 to P5 is 497 out of a maximum score of 825.

In table 4, P1 obtained the highest number of scores, namely 117. P1 contains statements about students' learning focus when using QuizWhizzer media. This shows that QuizWhizzer media is able to attract students' attention in the aspect of students' learning focus. P2 obtained the lowest number of scores, namely 86. P2 contains a statement that students rarely chat with friends when learning using QuizWhizzer media. (Nazmi, 2017) stated that student attention is the concentration or mental activity towards observation and understanding, with to the exclusion of anything else that. This shows that QuizWhizzer media is still not enough to attract students' attention during learning so that students still chat with their friends. The five statements that compose up the student attention indicator receive a total score of 497 out of a possible 825, yielding a percentage of 60.24%. The student attention to detail indicator falls into the slightly High category according to table 1's criteria for the questionnaire assessment score. The results of this study are slightly higher than the research conducted by (Azza et al., 2023) which obtained a percentage of 50% on the indicator of student attention to the Wordwall Game. As a result, QuizWhizzer can better attract students' attention during learning.

Student Interest

Table 5. Results of the five statements on student interest

Item Number	Total Score
P6	119
P7	106
P8	94
P9	112
P10	100
Total	531
Maximum Score	825
Percentage	64,36%

In table 5, it can be seen that of the five statements about the student interest indicator given, the results show that the percentage of student interest indicators totals 64.36%. This shows that the percentage of statements on the student interest aspect of the student interest indicator in using QuizWhizzer learning media is in the

high category. P6 or statement number 6 received a total score of 119 out of a maximum score of 165. P7 or statement number 7 gets a total score of 106 from a maximum score of 165. P8 or statement number 8 gets a total score of 94 out of a maximum score of 165. P9 or statement number 9 gets a total score of 112 out of a maximum score of 165. P10 or statement number 10 gets a total score of 100 from a maximum score of 165. The total score of P6 to P10 is 531 out of a maximum score of 825.

In table 5, P6 obtained the highest score of 119. P1 contains statements about students' interest when using QuizWhizzer media compared to learning without media. This shows that QuizWhizzer media increases students' attractiveness during learning. P8 obtained the lowest score of 94. P8 contains a statement that students find out more about the material provided when learning using QuizWhizzer media. (Nazmi, 2017) stated that student interest is related to the power of motion that encourages to tend to feel attracted to people, objects, activities or can be an affective experience stimulated by the activity itself. This shows that the use of QuizWhizzer media is only memorable when learning takes place, but after the learning is over, students do not find out more about the material provided. These findings suggest that while gamified media such as QuizWhizzer can increase situational interest triggered by external factors, it is not enough to increase sustained personal interest and motivation. According to educational psychology frameworks such as Self-Determination Theory (Ryan & Deci, 2000), long-term engagement requires autonomy, competence, and relatedness. QuizWhizzer is effective in increasing engagement during lessons but additional strategies are needed to foster deeper motivation that not only lasts in class but is sustained outside of class. The total score of the five statements representing the student interest indicator is 531 out of a maximum total score of 825, thus obtaining a percentage of 64.36%. Based on table 1 about the criteria for the questionnaire assessment score, the student interest indicator is in the High criteria. The results of this study are lower than research conducted by (Azza et al., 2023) which obtained a percentage of 87% on the indicator of student interest in the Wordwall Game. As a result, QuizWhizzer is less able to attract students into the learning that takes place when compared to Wordwall Game.

Student Pleasure

Table 6. Results of five statements on student pleasure

Item Number	Total Score
P11	117
P12	117
P13	107
P14	91
P15	109
Total	541
Maximum Score	825
Percentage	65,57%

In table 6, it can be seen that of the five statements about the indicator of feelings of pleasure experienced by the students given, the results show that the percentage of indicators of students' feelings of pleasure totals 65.57%. This shows that the percentage of statements of aspects of student interest in learning indicators of feeling

happy in using QuizWhizzer learning media is in the high category. P11 or statement number 11 received a total score of 117 out of a maximum score of 165. P12 or statement number 12 gets a total score of 117 out of a maximum score of 165. P13 or statement number 13 gets a total score of 107 out of a maximum score of 165. P14 or statement number 14 got a total score of 91 out of a maximum score of 165. P15 or statement number 15 got a total score of 109 out of a maximum score of 165. The total score of P11 to P15 is 541 out of a maximum score of 825.

In table 6, P11 and P12 both obtained the highest number of scores, namely 117. P11 contains statements about the feelings of pleasure that arise in students when using QuizWhizzer media compared to learning without media. This shows that QuizWhizzer media is able to make students feel happy during learning. P12 contains statements about the pleasant atmosphere when learning with QuizWhizzer media. This shows that QuizWhizzer media is able to create a pleasant atmosphere in the classroom. P14 obtained the lowest score of 91. P14 contains a statement that students make personal notes about the material provided when learning using QuizWhizzer media. (Nazmi, 2017) stated that the feeling of pleasure is characterized by the student will continue to study the knowledge he likes (not forced). This indicates that the use of QuizWhizzer is only beneficial during the learning process; students will not make personal notes to study the topic after the lesson is over. The total score of the five statements representing the indicator of feelings of pleasure is 541 out of a maximum total score of 825, thus obtaining a percentage of 65.57%. This indicator scored the highest compared to other indicators. Lessons that included QuizWhizzer media helped the students feel more at ease and enthusiastic because QuizWhizzer was new to them and their high levels of interest made them eager and enjoy using it to learn. Based on table 1 about the criteria for the questionnaire assessment score, the student interest indicator is in the High criteria. The results of this study are much lower than the research conducted by (Azza et al., 2023) who obtained a percentage of 100% on the indicator of the feeling of pleasure felt by students towards Wordwall Game. As a result, QuizWhizzer is less able to leave its own impression on students into the learning that takes place when compared to Wordwall Game.

Student Involvement

Table 7. Results of the five statements on student involvement

Item Number	Total Score
P16	104
P17	101
P18	102
P19	107
P20	111
Total	525
Maximum Score	825
Percentage	63,63%

In table 7, it can be seen that of the five statements about the student involvement indicator given, the results show that the percentage of student involvement indicators totals 63.63%. This shows that the percentage of statements of student learning interest aspects of student involvement indicators in using QuizWhizzer learning media is in the high category. P16 or statement number 16

received a total score of 104 from a maximum score of 165. P17 or statement number 17 gets a total score of 101 from a maximum score of 165. P18 or statement number 18 gets a total score of 102 out of a maximum score of 165. P19 or statement number 19 gets a total score of 107 out of a maximum score of 165. P20 or statement number 20 got a total score of 111 from the maximum score of 165. The total score of P16 to P20 is 525 out of a maximum score of 825.

In table 7, P20 obtained the highest total score of 111. P1 contains statements about student motivation when using QuizWhizzer media in class. This shows that QuizWhizzer media is able to motivate students during learning. P17 obtained the lowest score of 101. P8 contains statements about student activeness in using QuizWhizzer learning media. (Nazmi, 2017) revealed that student involvement/participation in an object causes the student to be happy and interested in doing or working on activities from that object. This shows that QuizWhizzer media is less successful in attracting students' interest and making students less active in class. The total score of the five statements representing the student involvement indicator is 525 out of a maximum total score of 825, thus obtaining a percentage of 63.63%. Based on table 1 about the criteria for the questionnaire assessment score, the student interest indicator is in the High criteria. The results of this study are lower than research conducted by (Azza et al., 2023) who obtained a percentage of 77% on the indicator of student engagement in learning using Wordwall Game. As a result, QuizWhizzer is less able to attract and invite students to be directly involved in the learning that takes place when compared to Wordwall Game.

From the research results obtained, teachers can utilize QuizWhizzer for use as gamified learning media. The use can be further developed with more exploration experiments on QuizWhizzer features. QuizWhizzer is suitable for use as an initial spark to generate enthusiasm for learning or a final evaluation to measure student understanding in a fun way. Teachers can design questions that review previous material or stimulate curiosity about the material to be learned.

CONCLUSION

Based on the results of the research applying QuizWhizzer in English learning for 8th-grade students at SMP Negeri 3 Lamongan, it is evident that the platform significantly enhances students' interest in learning, as measured by indicators such as feelings of pleasure, attention, interest, and active participation. These findings contribute to the broader field of educational technology by reinforcing the effectiveness of game-based learning tools in promoting student engagement, aligning with previous studies that highlight the motivational benefits of interactive and competitive digital media in classroom settings. This study further supports the integration of such technologies as viable strategies to improve learning experiences and outcomes. This study not only serves as a valuable tool for collecting data on students' understanding and interest but also actively enhances student engagement in English learning by providing an interactive and motivating platform. Specifically, QuizWhizzer facilitates increased participation, sustained attention, and a more enjoyable learning experience, which can lead to improved academic outcomes. These insights have important implications for educational practice, suggesting that

integrating game-based learning tools like QuizWhizzer can transform traditional teaching methods and foster more dynamic, student-centered classrooms. Furthermore, the study lays a foundation for future research to explore the long-term effects of such platforms on learning motivation and achievement across diverse subjects and educational contexts. Thus, it can be concluded from the results that QuizWhizzer as a learning media received positive feedback from students, indicating its effectiveness in enhancing student engagement and motivation. These findings suggest that integrating interactive, game-based platforms like QuizWhizzer into the curriculum can play a significant role in improving learning experiences and outcomes. This is because QuizWhizzer captures students' attention and concentration more effectively during lessons, while also providing teachers with valuable insights into student needs and preferences. As a result, educators can design more engaging and effective learning experiences that enhance educational outcomes. The existing challenges in maintaining student engagement and motivation in traditional classroom settings must be addressed with creativity and innovation, such as integrating interactive technologies and game-based learning platforms, to ensure that learning objectives are achieved optimally. Therefore, with effective implementation, QuizWhizzer-based learning media has the potential to serve not only as an evaluation tool but also as a powerful catalyst for increasing long-term student engagement and motivation, particularly among 8th-grade students in English subjects.

RECOMMENDATION

Future research should explore the long-term effects of using QuizWhizzer on students' academic performance to see if increased interest leads to better learning outcomes over time. Future research can examine the use of QuizWhizzer with a longer period of time. It could be by using quasi-experimental to measure the increase in student interest by conducting pre and post -tests with a longer time (could be in a few weeks or during a semester). It would also be helpful to compare QuizWhizzer with other digital tools like Kahoot or Quizlet to determine which is most effective at engaging students. Research can use controlled experiments to compare student involvement to satisfaction in each digital tool so that teachers can decide which digital tools are most suitable for the learning objectives to be carried out. Studies could investigate whether QuizWhizzer works better for different learning styles, such as visual, auditory, and kinesthetic learners, and how teachers' use of technology affects its success. Additionally, examining the role of teacher training and digital literacy could shed light on how teacher proficiency with technology influences the effectiveness of game-based learning tools. Another area to explore is the impact of group learning with QuizWhizzer, for example, researchers could compare individual vs. team-based gameplay to evaluate differences in collaboration, peer support, and learning outcomes. Moreover, exploring the mechanisms of internal and external motivation, such as the impact of intrinsic interest vs. points or prizes, would provide insight into how gamification strategies affect sustained engagement. Expanding the

research to include other subjects (e.g., science, social studies) and age groups (e.g., elementary or senior high school) could help determine if QuizWhizzer is effective across various educational settings. Finally, further research should investigate specific aspects of teacher-student interaction during the use of digital tools, such as the role of timely feedback, encouragement, and instructional guidance, in enhancing student motivation and involvement. Understanding these dynamics can inform best practices for teachers to facilitate game-based learning more effectively.

Author Contributions

Siti Muthoharoh and Dyah Ayu Nawang Sari were responsible for the conceptualization of the study. Siti Muthoharoh designed the methodology and conducted the formal analysis, while Sulistiyowati Susanto handled the software and data curation. Validation of the research was carried out collaboratively by Siti Muthoharoh, Dyah Ayu Nawang Sari, and Sulistiyowati Susanto. The investigation process was led by Sulistiyowati Susanto, with resources provided by Dyah Ayu Nawang Sari. The original draft was written by Siti Muthoharoh, and Dyah Ayu Nawang Sari contributed to reviewing and editing the manuscript. Visualization was completed by Sulistiyowati Susanto. Binar Ayu Dewanti supervised the research and managed the overall project.

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Conflict of interests

The authors declare no conflict of interest. All stages of this research, from planning to publication, were conducted independently without any influence from external parties or commercial interests that could affect the objectivity, integrity, or outcomes of the study.

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