

DEVELOPMENT OF INTERACTIVE LEARNING MEDIA QUIZIZZ LESSON IN NATIONAL MOVEMENT PERIOD MATERIAL TO INCREASE STUDENTS' INTEREST IN LEARNING HISTORY AT SMA NEGERI 9 PEKANBARU

Bevi Anjelia Lestari^{1a*}, Rhoma Dwi Aria Yuliantri^{2b}

¹² Faculty of Social and Political Sciences, Yogyakarta State University, Indonesia

^aE-mail: bevianjelia.2024@student.uny.ac.id

^bE-mail: rhoma@uny.ac.id

(*) Corresponding Author

bevianjelia.2024@student.uny.ac.id

ARTICLE HISTORY

Received : 20-11-2025

Revised : 07-12-2025

Accepted : 15-01-2026

KEYWORDS

Learning Media Development; Quizizz Lesson; Learning Interest; Indonesian History; ADDIE

ABSTRACT

This study aims to develop interactive learning media using Quizizz Lesson on the National Movement Era material and test its validity, practicality, and effectiveness in enhancing students' interest in learning history. The research uses the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) with subjects from class XI of SMA Negeri 9 Pekanbaru, consisting of 30 experimental and 30 control group students. The instruments used are interest questionnaires, expert validation sheets, and student practicality test sheets. The validity results show an average value of 0.95 (Highly Valid), practicality at 92.89% (Highly Practical), and effectiveness with an N-Gain of 0.52 (Medium) and a significant difference between the experimental and control groups ($p < 0.05$). The Quizizz Lesson media proves to be feasible, practical, and effective in enhancing students' interest in learning the National Movement Era material. *This is an open access article under the CC-BY-SA license.*



INTRODUCTIONS

History learning has a crucial role in shaping the character and national insight of students. Through understanding past events, students are expected to take moral values, strengthen national identity, and foster a national spirit. However, in practice, learning history is often considered boring. This happens because learning methods tend to be monotonous, one-way, and have minimal interaction. According to Asmara (2019), meaningful history learning can be achieved when a contextual approach is used as a teaching strategy that is able to relate historical material to students' experiences and life contexts. Meanwhile, according to Lee (2017), history is indeed important, as a way of seeing the world, not only to help students write or calculate or communicate with each other, and certainly not to provide a basis for politicians' (rival) conceptions of what it means to be a good citizen.

Based on observations at SMA Negeri 9 Pekanbaru, it was found that only about 40% of students showed enthusiasm in participating in history learning. This indicates the low interest in learning history of students, which is exacerbated by the dominant lecture method. Students find it difficult to understand complex historical material, especially on the topic of the National Movement Period, which requires a deep understanding of cause-and-effect

relationships and socio-political dynamics. In addition, the lack of use of interactive media is also one of the factors that worsens this situation, considering that students are now more accustomed to technology in their daily lives.

To overcome these problems, this research focuses on the development of interactive learning media that can increase students' interest in learning. According to Liliana (2020), interactive media is suitable to be used to improve the quality of learning based on the results of questionnaire analysis. Meanwhile, according to Sahronih (2020), interactive learning media has a great influence on students' science learning outcomes. In this case, *Quizizz Lesson*, a technology-based digital platform that combines interactive quizzes and gamification elements, is expected to be a solution. Not only does this media present the material in a more engaging and visual way, but it also supports active student engagement through quizzes, polls, and live feedback features. Previous research, such as that conducted by Khalilul Husna (2021), shows that the use of *Quizizz* has a positive effect on students' interest in learning. The same thing was also found by David Frina Setiawan and Mahmud Yusnus (2020) in their research on the use of *Quizizz* in accounting learning. According to Tuti (2021), the Quizizz application can improve and motivate students in learning. In addition, with the Quizizz Application, you can make a formative assessment that is attractively packaged for students.

Considering the importance of integrating technology in history learning, this study aims to develop and test the effectiveness of *Quizizz Lesson learning media* on the National Movement Period material. It is hoped that the use of this platform can increase students' interest in learning and make it easier for them to understand complex historical material. This research also focuses on testing the feasibility and practicality of this interactive learning media at SMA Negeri 9 Pekanbaru, so as to provide a more relevant and interesting solution for the current digital generation.

Literature Review

History Learning

History learning has a strategic role in shaping students' character, national identity, and critical thinking skills. History not only presents past facts, but also internalizes moral values, nationalism, and historical awareness (Aman, 2011; Zahro, 2017; Nokes, 2022). According to Kuntowijoyo (2008), history learning must emphasize the ability to interpret, interpret, and reflect on historical events, not just memorization. Effective history learning is directed at the development of *historical thinking* and *historical skills*, as affirmed in the 2013 Curriculum (Permendikbud No. 59 of 2014). A contextual approach is important so that historical material is relevant to students' lives and encourages meaningful understanding (Asmara, 2019). Therefore, history learning needs to be designed in a reflective, contextual, and transformative way to be able to answer the challenges of 21st century education.

Interactive Learning Media

Technology-based interactive learning media is the main need in modern education because it is able to increase student involvement, motivation, and learning effectiveness (Bakia et al., 2012; Belva, 2024). Interactive media integrates various elements such as text, images, audio, video, and animation, and encourages active student interaction during learning (Darmawan, 2017). However, the effectiveness of interactive media does not only depend on technology, but on learning designs that are meaningful and in accordance with the needs of students (Simonson, 2019). Various studies show that the use of interactive learning media is able to increase student motivation, concept understanding, learning achievement, and interest in learning (Kustyarini, 2020; Liliana, 2020). Thus, interactive learning media serves as an important element in creating engaging, contextual, and participatory learning.

Quizizz Lesson

Quizizz is a gamification-based digital learning platform that allows learning and assessment to take place in an interactive and fun way. Various studies show that the use of Quizizz can improve student motivation, participation, and learning outcomes, as well as make it easier for teachers to conduct formative assessments and provide direct feedback (Tuti, 2021; Agus & Muhammad, 2020; Lim, 2021). The Quizizz Lesson feature allows teachers to present material in the form of interactive presentations equipped with quizzes and polls, making learning more active and collaborative. Tasyani (2022) research shows that the use of Quizizz Lesson is able to significantly improve student learning outcomes through gamification elements. Therefore, Quizizz Lesson has the potential to be an effective learning medium in improving the quality and interest in learning of students.

Interest in Learning

Learning interest is the tendency of students to give attention and voluntary involvement to learning activities accompanied by feelings of pleasure (Djali, 2008; Shah, 2021). Learning interests are influenced by internal and external factors, including learning strategies and the use of interesting media (Sardiman, 2011). Technology-based learning media has been proven to be able to increase students' interest in learning through the presentation of interactive and visual materials (Supriyono, 2018; Aisyah, 2019). Schiefele's (1991) research shows that interest is closely related to the depth of understanding and quality of learning experience. In addition, learning interest has a positive and significant relationship with student learning outcomes (Harefa, 2023). Therefore, the use of interactive learning media such as Quizizz Lesson is a relevant strategy to increase students' interest in learning history.

RESEARCH METODE

This research uses a research and development research method that aims to develop interactive learning media based on Quizizz Lesson on the National Movement Period material at SMA Negeri 9 Pekanbaru. This method aims to produce learning media products that can make it easier for students to understand historical material and test its effectiveness in increasing students' interest in learning. According to Sugiyono (2020:297), the development research method is used to produce certain products and test the effectiveness of these products, while Sukmadinata (2012:164) states that development research is a process to develop or improve existing products, both in the form of hardware and software.

The development model used in this study is the ADDIE model, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation. This model was chosen because it is in accordance with the product developed and its ability to be applied in various types of product development, such as models, strategies, learning methods, and learning media (Mulyantingsih, 2011:178).

In the first stage, Analysis, the researcher identifies the needs of students and teachers for interactive learning media and analyzes the characteristics of students and relevant curricula. In the Design stage, the researcher designed learning media based on Quizizz Lesson, determining the learning flow, material content, and interactive features to be used. Furthermore, in the Development stage, the researcher integrates learning materials into the Quizizz Lesson platform and involves experts to validate the learning media. At the Implementation stage, learning media is piloted in the classroom by providing training to teachers on how to use the Quizizz Lesson platform. Finally, at the Evaluation stage, pre-questionnaire and post-questionnaire trials were carried out to measure the effectiveness of learning media and provide revisions based on feedback received from students and teachers.

This research was carried out at SMA Negeri 9 Pekanbaru from August to October 2025 and used questionnaires and tests as data collection techniques to measure the validity, practicality, and effectiveness of the developed learning media. The data obtained from the results of this media development were then analyzed using qualitative and quantitative descriptive analysis techniques to determine the level of success of the media in increasing students' interest in learning.

RESEARCH AND DISCUSSION RESULTS

1 Development Results

The procedure used in the development of the Quizizz Lesson Learning Media on the material during the national movement period is an adaptation of the ADDIE research and development procedure developed by Dick and Carry with the following stages: *analysis* ; *design* ; *development* ; *implementation* ; *evaluation* . The development steps in this study are described as follows.

Analysis Stage

The analysis stage is the first step that aims to identify learning needs, problems that arise in the teaching and learning process, as well as the characteristics of students, teachers, and curriculum. Based on observations at SMA Negeri 9 Pekanbaru (February 20-22, 2025), history learning in grade XI A2 is still dominated by the one-way lecture method, which causes students to tend to be passive and less enthusiastic. Only 40% of students actively respond to learning, indicating low interest in learning history.

The questionnaire given to students revealed that 73% of students prefer interactive media that combines visuals and educational games, while 68% find it difficult to understand historical material due to its textual presentation. 81% of students say learning is more engaging with interactive quizzes, character pictures, historical timelines, and videos. In addition, interviews with history teachers show the need for practical and engaging media, as well as automated evaluation support to monitor student progress.

The curriculum analysis also shows that the National Movement Period material requires strong visualization to be easy to understand, making interactive media such as Quizizz Lesson very relevant. The main problems identified are the low interest in learning history of students, monotonous learning methods, and the lack of media that supports the learning style of the digital generation. This underlies the need to develop interactive learning media to increase students' interest and understanding.

Design Stage

The planning stage aims to design learning media, compile material content, determine the learning flow, and design evaluation instruments. The learning materials are prepared by paying attention to learning indicators and the integration of illustrations, character images, and the flow of historical events. The material is simplified into four main subchapters: the background of the national movement, the factors of national awakening, the organization of the movement, and its figures and roles. The principles of visual learning and chunking are applied so that the material is easy for students to understand.

Quizizz Lesson's media design includes interactive slides that combine text, images, illustrations, and icons to clarify the material. Each subchapter is followed by a variety of interactive quizzes, such as multiple choice, true/false, drag and drop, and matching. In addition, there is a quick poll feature to find out student understanding instantly after the explanation of the material. Leaderboards are added to create a fun competitive atmosphere, while automated feedback helps teachers monitor student understanding directly.



Figure 1. Quick polls are one of the features of Quizizz Lesson

Development Stage

At the development stage, the research instruments that have been validated by the Quizizz Lesson instrument validator and interactive learning media that have been completed are fully designed and then validated by educational media experts and learning material experts. After validation, a small group trial was carried out on 10 students of grade XI A1 to ensure that this media was suitable for trial in a larger group.

Validation of Research Instruments

Before the media is validated by experts, the instruments used in the research, such as validity test questionnaires for media experts, material experts, student practicality questionnaires, and pretest/posttest questions, are first validated by the instrument validator. The validation results show that the instrument can be used with multiple revisions.

Quizizz Lesson Interactive Learning Media Validation

This learning media was then validated by two experts. First, by Mr. Refli Surya Barkara, S.Pd., M.Pd., an expert in educational media, who gave a validity score of 0.82 with the criterion of "Very Valid." Second, by Mr. Dr. Asyral Fikri, S.Pd., M.Pd., an expert in learning materials, who gave a score of 0.80 with the criterion of "Valid." These results show that the Quizizz Lesson media is worthy of further testing.

Implementation Stage

At the implementation stage, the Quizizz Lesson interactive learning media that has been validated was tested on two groups of students at SMA Negeri 9 Pekanbaru: small groups and limited groups.

Small Group Trials

This trial was carried out to assess the practicality of the media based on a questionnaire given to 10 students. The results of the evaluation showed a practicality percentage of 92.89% with the criterion of "very practical", which indicates that this medium is worth testing in a larger group.

Limited Group Trials

The trial was carried out on 35 students of grade XI A1, which served as an experimental class. The results of the evaluation showed a percentage of practicality of 93.26% with the criterion of "very practical", indicating that this medium is very practical to use in learning.

Effectiveness of Learning Media

To measure effectiveness, a learning interest questionnaire was conducted before and after media use in a limited group. Analysis using the T test showed a significant difference between the experimental class and the control class (p -value = 1.55×10^{-10}). In addition, the N-Gain test showed an increase in interest in learning in the experimental class with an N-Gain value of 0.26, indicating a moderate improvement. In contrast, the control class showed no change (N-Gain = 0).

Evaluation Stage

Evaluation at the Development Stage

Quizizz Lesson's interactive learning media has been validated by educational media experts and learning material experts. The validation results show that this media is very valid, with an overall validity score of 0.95, both in terms of technical requirements and aspects of material presentation. Assessments from learning material experts also showed very valid results, with a score of 0.95, indicating that this media is in accordance with the learning objectives.

Evaluation at the Implementation Stage

At the implementation stage, the trial was conducted on two groups of students: a small group and a limited group. The small group trial with 10 students showed practicality results with a percentage of 92.89%, which falls into the category of "Very Practical". The trial in a limited group (30 students) showed a practicality percentage of 93.26%, also with the criterion of "Very Practical". These results show that the Quizizz Lesson media is practical to use in learning.

Effectiveness of Learning Media

Effectiveness evaluation was carried out using pretest and posttest questionnaires to measure students' interest in learning. The results of the analysis using the T test showed a significant difference between the experimental class (using Quizizz media) and the control class (without Quizizz media), with a very small p -value (1.55×10^{-10}). The N-Gain test showed that the experimental class experienced an increase in learning interest with an N-Gain value of 0.26, which indicated a moderate improvement. In contrast, the control class shows no change. These results show that the interactive learning media Quizizz Lesson is effective in increasing students' interest in learning.

Discussion

Quizizz Lesson Interactive Learning Media Validity Analysis

Validation by educational media experts shows that this media is very valid with a score of 0.95. Indicators such as visual appearance, functionality, and user experience obtained very valid scores, indicating attractive design, good functionality, and interactivity that supports learning. Validation by learning material experts also showed very valid results with a score of 0.95, showing that the material was in accordance with learning competencies and helped students' understanding.

Analysis of the Practicality of Learning Media

In the small group trial, the media obtained a practicality percentage of 92.89%, with the category "Very Practical". The aspects of ease of use, multimedia presentation quality, and interactivity show excellent results. The

trial in a limited group resulted in a percentage of 93.26%, which confirms that this medium is practical and effective in learning.

Analysis of the Effectiveness of Learning Media

The normality and homogeneity tests show normal and homogeneous data, which supports the use of parametric statistical tests. The T-test showed a significant difference between the experimental and control classes ($p\text{-value} = 1.55 \times 10^{-10}$), with the experimental class showing increased interest in learning ($N\text{-Gain} = 0.26$). In contrast, the control class underwent no change ($N\text{-Gain} = 0$). These results indicate that the use of Quizizz Lesson media is effective in increasing students' interest in learning compared to conventional learning methods.

CONCLUSIONS

This research produced an interactive learning media Quizizz Lesson on the National Movement Period material to increase students' interest in learning. The results of the study show that this media has high validity, with a score of 0.95 from material experts and educational media experts. This media was also stated to be very practical in small group (92.89%) and limited group (93.26%) trials. In addition, this media is effective in increasing students' interest in learning, as evidenced by the significant difference between the experimental and control classes ($p\text{-value} < 0.05$) and the increase in students' learning interest in the experimental class with an $N\text{-Gain}$ of 0.26. Based on the results of the research, it is suggested that the development of the *Quizizz Lesson* interactive learning media in the next study add other variables, apply them to different materials, and pay attention to time efficiency so that the implementation is more optimal and sustainable.

References

Asmara, Y. (2019). History Learning Becomes Meaningful with a Contextual Approach. *Kaganga: Journal of Historical Education and Social-Humanities Research*, 2(2), 105-120

Husna, K. (2021). The Effect of the Use of Quizizz Learning Media on the Learning Interest of Class XI Students in Economics Subjects at State Senior High School 3 Pekanbaru (Doctoral Dissertation, Sultan Syarif Kasim State Islamic University, Riau).

Liliana, R. A., Raharjo, W., Jauhari, I., & Sulisworo, D. (2020). Effects of the online interactive learning media on student's achievement and interest in physics. *Universal Journal of Educational Research*, 8(3), 59-68.

Lee, P. (2017). History education and historical literacy. In *Debates in history teaching* (pp. 55-65). Routledge

Sardiman, A. M. (2011). *Interaction and Motivation of Teaching and Learning*. Jakarta: Rajawali Press.

Sahronih, S., Purwanto, A., & Sumantri, M. S. (2020). The effect of use interactive learning media environment-based and learning motivation on science learning outcomes. *International Journal for Educational and Vocational Studies*, 2(3), 1-5S

ugiyono. (2020). *Quantitative, Qualitative and R&D Research Methods*. Bandung: Alfabeta.

Tuti Fatma, R., et al. (2021). *Learning to Maintain Student Interest during the Pandemic (Anthology of Biology Education Student Essays)*. Yogyakarta: UAD Press