DEVELOPMENT OF QUIZIZZ LEARNING MEDIA TO IMPROVE STUDENT LEARNING OUTCOMES IN SOCIAL STUDIES LEARNING AT SMP NEGERI 2 TERNATE CITY

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ABSTRACT

This research aims to develop Quizizz-based learning media and determine its feasibility and effectiveness in improving student learning outcomes in Social Sciences (IPS) subjects at SMP Negeri 2 Ternate City. The background of this research is based on the low learning outcomes of students caused by the use of learning media that is less varied and not optimal in utilizing digital technology. The research method used is research and development with stages including needs analysis, media design, product development, trial, and evaluation. The subject of the study is a student of the State Junior High School 2 Ternate City. Data collection techniques are carried out through observation, questionnaires, and learning outcome tests. The results of the study show that the Quizizz learning media is declared feasible to use based on the results of expert validation and positive student responses. In addition, the use of Quizizz media has been shown to be effective in improving student learning outcomes, which is shown by the increase in average scores and the percentage of learning completeness after the application of the media. Thus, Quizizz learning media can be used as an alternative to innovative and effective social studies learning media at SMP Negeri 2 Ternate City.

INTRODUCTIONS

Education is the main pillar in the development of quality, critical, and adaptive human resources to the dynamics of the times. Through a planned and meaningful learning process, students not only gain knowledge, but also develop attitudes, values, and skills that are essential for the life of society and the nation. However, the effectiveness of education is not solely determined by the content of the curriculum or the depth of the teaching material, but is greatly influenced by how the material is delivered namely through the strategies, methods, and

learning media used by educators (Sanjaya, 2019). In this context, the role of teachers as facilitators and innovators of learning becomes very central. Without the right approach, even the most relevant material can fail to achieve its learning goals, especially in conceptual and multidimensional subjects such as Social Sciences (IPS).

Social Sciences (Social Sciences) is designed to equip students with a holistic understanding of the social, cultural, economic, political, and historical realities that shape the identity of nations and global societies. However, the characteristics of social studies materials that are abstract, complex, and often far from students' direct experience make them challenging in the learning process. Many students have difficulty understanding concepts such as governance systems, economic structures, or social change due to a lack of concrete representation and relevant context (Alga et al., 2024). As a result, interest in learning decreases and learning outcomes tend to be below the minimum competency standard (KKM). Fadila (2022) emphasized that the low achievement of social studies learning outcomes in junior high school is often not caused by students' cognitive disabilities, but by the inaccuracy of the learning approach used by teachers. This shows the urgency to reform social studies teaching practices to be more responsive to the needs and learning styles of the current digital generation.

At SMP Negeri 2 Ternate City, social studies learning conditions still reflect the dominance of the conventional teacher-centered approach. Initial observations show that the majority of teachers still rely on lecture methods, simple questions and answers, and practice written questions without utilizing varied learning media. This approach tends to make students passive, just listening without really being cognitively or emotionally involved in the learning process. As a result, the classroom atmosphere becomes monotonous, motivation to learn decreases, and student participation is limited to a handful of active individuals (Firdaus et al., 2022). This condition is exacerbated by the lack of teacher training in the use of learning technology and limited access to digital resources in schools. In fact, research by Yulianto et al. (2020) shows that monotonous and non-interactive learning is significantly negatively correlated with KKM achievement, especially in subjects that require critical analysis and reflection such as social studies.

Thus, the transformation of teaching methods is an urgent need to break the cycle of low quality learning in the school. The rapid development of information and communication technology (ICT) in the last decade has opened up new horizons in the world of education. Digital media is no longer just a complement, but an integral component in modern learning design. One promising form of innovation is the use of game-based learning (GBL) platforms, which combine game principles with educational purposes. Among the various platforms available, Quizizz stands out as a digital tool that is accessible, user-friendly, and well-suited for the context of learning in high school. Quizizz allows teachers to create interactive quizzes with different types of questions, visual animations, background music, and instant feedback features that make the evaluation process fun (Sulistyowati et al., 2020). Moreover, the automated assessment system and the resulting analytical reports help teachers monitor student learning progress in real-time, so that pedagogical interventions can be carried out more precisely and quickly. In the context of Indonesian education that is transforming towards Freedom of Learning, the use of tools such as Quizizz is in line with the spirit of teacher autonomy in designing a contextual and fun learning experience.

advantage of Quizizz lies not only in the technical aspect, but also in its ability to improve the affective and psychomotor dimensions in learning. Gamification elements such as the points system, badges, and leaderboards have been shown to trigger students' intrinsic drive to compete healthily and continue to strive to improve their scores (Huko et al., 2025). The competition, which is packaged in the nuances of this game, actually encourages collaboration, discussion between friends, and high curiosity. Muhamad and Aliyyah (2025) in their research found that the use of Quizizz in social studies learning increased student participation by up to 78%, while deepening their understanding of history and geography materials through interactive repetition that was not boring. This shows that digital technology, when used strategically, is not just a tool, but a catalyst for change in the culture of learning from passive to active, from individual to collaborative, and from fear of being wrong to daring to try.

Furthermore, Quizizz integration can be combined with a cooperative learning model to amplify its impact. One highly compatible model is Student Teams-Achievement Divisions (STADs), which emphasize teamwork, individual responsibility, and collective reward. In implementation, students are divided into heterogeneous groups, learn together using materials provided by the teacher, and then each takes an individual quiz for example through Quizizz and the individual scores are converted into team points. Teams that achieve significant improvements are recognized or rewarded. This hybrid approach combines the advantages of social learning with the sophistication of digital technology. Firdaus et al. (2022) reported that the combination of STAD and Quizizz increased the average social studies score of junior high school students from 65 to 82 in one semester. Similar findings were also put forward by Huko et al. (2025), who stated that the synergy between cooperative models and digital platforms creates a mutually supportive, inclusive, and achievement-oriented learning ecosystem. Thus, learning innovations do not have to ditch old methods entirely, but can enrich them through the integration of relevant technologies.

On a macro level, the use of digital media such as Quizizz also responds to the demands of the Independent Curriculum and the Independent Teaching Platform launched by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). This curriculum emphasizes the importance of learning differentiation, active student involvement, and mastery of digital literacy as part of the Pancasila Student profile. In this perspective, teachers are no longer the only source of information, but facilitators who are able to create a dynamic and adaptive learning environment. Fadhila (2025) emphasized that digital media based on interaction and instant feedback such as Quizizz is able to improve students' digital literacy while strengthening their conceptual understanding of subject matter. In addition, the use of online platforms also trains independent learning, technology skills, and critical thinking skills—core competencies needed in the 21st century. Therefore, the adoption of Quizizz is not just a short-term solution to increase value, but a long-term investment in building a generation that is ready for the challenges of the future.

Given the urgency of learning transformation at SMP Negeri 2 Ternate City, the application of Quizizz in social studies learning has great potential to overcome the root of existing problems: conventional methods, low involvement, and substandard learning outcomes. With the support of adequate ICT infrastructure and professional training for teachers, this innovation can be implemented sustainably and replicated in other schools in the North Maluku region. More than just a technological experiment, this step is a real commitment to improving the quality of equitable and evidence-based national education. In a broader context, this effort is also in line with the vision of Golden Indonesia 2045, where the quality of human resources is the main foundation of nation development. Thus, the integration of interactive digital media such as Quizizz is not an option, but a necessity in realizing relevant, meaningful, and far-reaching education.

METHOD

This research uses a qualitative-quantitative approach through the Research and Development (R&D) method with the aim of developing and testing the feasibility and effectiveness of Quizizz-based learning media in improving student learning outcomes in Social Sciences (IPS) subjects. The development model adopted is ADDIE (Analysis, Design, Development, Implementation, Evaluation). In the Analysis stage, the researcher conducted observations and interviews with social studies teachers at SMP Negeri 2 Ternate City to identify learning needs, student characteristics, and main problems in the conventional learning process. The Design stage includes the preparation of social studies materials according to the Independent Curriculum, the creation of question grids, and the design of the appearance and flow of Quizizz media interactions. Furthermore, in the Development stage, the media is developed technically and validated by material experts (social studies education lecturers) and learning media experts to assess the feasibility of content, pedagogy, and technical aspects. The research subject is a student of SMP Negeri 2 Ternate City, while the object of research is the Quizizz media itself and its impact on social studies learning outcomes.

Data collection is carried out through three main techniques: observation, questionnaire, and test. Observations were used to map the initial conditions of social studies learning before the intervention; questionnaires are used to measure expert validation of the media as well as students' responses to the learning experience using Quizizz; Meanwhile, tests (pre-test and post-test) are given to measure the improvement of learning outcomes. The data were analyzed descriptively, quantitatively, and qualitatively: questionnaire data from validators and student responses were converted into percentages to determine the level of feasibility and acceptance of the media, while the learning outcome data was analyzed through a comparison of the average scores of pre-test and post-test to assess the effectiveness of the media in improving students' conceptual understanding. The Implementation and Evaluation stage in the ADDIE model is a crucial moment to test whether the developed media is not only theoretically feasible, but also effective in the real context of classroom learning. With this systematic approach, the research aims to produce innovative products that are ready to be implemented sustainably in social studies learning practices in junior high schools.

RESULT AND DISCUSSIONS
Result

The results of the study show that the development of Quizizz-based learning media in social studies subjects at SMP Negeri 2 Ternate City has a positive impact on the learning process and outcomes of students. Quizizz learning media is developed through several stages, namely needs analysis, design, development, trial, and evaluation. At the needs analysis stage, it was found that social studies learning was previously dominated by conventional methods so that students were less active and low motivation to learn.

A.   Quizizz Learning Media Eligibility Roses

Development follows systematic stages that include needs analysis, design, development, testing, and evaluation. Preliminary analysis revealed that previous social studies learning was still dominated by conventional methods that were one-way, resulting in low student involvement and learning motivation (Darman & Hasnawati, 2021; Wowor et al., 2022). In an effort to answer these challenges, Quizizz media was developed as an innovative solution that combines curricular content with technology-based interactive elements. Validation by material experts confirms that the content of Quizizz media is in line with the Core Competencies and Basic Competencies in the social studies curriculum, is systematically arranged, uses language that is easy for junior high school students to understand, and is equipped with relevant questions to measure conceptual understanding.

This aspect of content quality and linguistic suitability meets the academic eligibility criteria, as affirmed by Septiyani and Mukhlishina (2023). On the other hand, validation by media experts shows that Quizizz's visual display is attractive, interactive, and easy to operate. Design elements such as color selection, text readability, intuitive navigation, and instruction clarity are considered to strongly support a smooth learning experience without technical barriers (Wowor et al., 2022; Prasetyo, 2017). Overall, this media was declared suitable for use in social studies learning based on a high percentage of feasibility scores from both validators, both pedagogically and technically. The students' response to the application of Quizizz media was also very positive. Most of the students stated that learning became more fun, less boring, and more effective in helping them understand social studies material that was previously considered abstract and difficult.

They feel more motivated to actively participate because of the game's elements such as the point system, animations, and instant feedback that provide a sense of immediate accomplishment. These findings are in line with modern learning theories that state that interactive media are able to increase attention, cognitive engagement, and information retention in students (Afifah et al., 2024). The high level of student satisfaction and enthusiasm is a strong indicator that Quizizz is not only technically feasible, but also socially and psychologically acceptable in the classroom context. Thus, this media has proven to be an innovative, relevant, and effective learning alternative to replace or complement conventional methods that have been less than optimal. In conclusion, the integration of Quizizz in social

studies learning not only improves the quality of students' learning experience, but also strengthens teachers' effectiveness in achieving learning goals a strategic step towards the transformation of technology-based education in junior high schools.

B.   **Improving Student Learning Outcomes**

The application of Quizizz-based learning media in Social Sciences (IPS) learning at SMP Negeri 2 Ternate City has proven to be effective in improving student learning outcomes. This is evidenced through a comparative analysis between pre-test and post-test scores, which show a significant increase in both the average score and the percentage of completeness of student competencies (Suwarto, 2021; Jong & Tacoh, 2024). Prior to the use of Quizizz, many students had difficulty reaching the Minimum Completeness Criteria (KKM) due to the abstract nature of social studies material and monotonous delivery methods. However, after the integration of this platform, there was an increase in the average score from 63 to 81, with the percentage of completeness rising from 45% to 88%. This improvement is not only quantitative, but also reflects a deeper conceptual understanding, as seen from students' ability to answer applicable and analytical questions.

Quizizz's effectiveness in improving learning outcomes is supported by the characteristics of the platform that is interactive and responsive. Students are given the opportunity to practice through questions presented in a fun game format, equipped with instant feedback and engaging visuals (Jong & Tacoh, 2024; Arafah et al., 2023). Features such as deadlines and automated grading systems encourage focus and speed of thinking, while reducing students' tendency to be passive—a common problem in traditional learning (Anggraeni et al., 2023). In addition, the game-based learning environment created by Quizizz has succeeded in eliminating boredom and anxiety when doing evaluations, so that students are more open to learning from mistakes and repeating material that they have not mastered (Arafah et al., 2023). This approach is in line with the principle of active learning, where active student involvement is the main key to achieving competencies.

One of the main advantages of Quizizz that contributes to improving learning outcomes is the immediate feedback provided every time students answer a question. This feature allows learners to immediately know the correct answers, understand the reasons behind their mistakes, and reflect on more effective learning strategies (Wahyuni et al., 2022; Pratama et al., 2022). This process of reflection is crucial in the formation of long-term conceptual understanding, as students not only memorize information, but actually build knowledge through self-correction and learning iterations. In addition to the cognitive aspect, improvements are also seen in the affective and psychomotor dimensions: students show high enthusiasm, are more active in asking questions, and are willing to compete in a healthy manner through the leaderboard feature. This positive spirit of competition encourages collective participation and creates a dynamic learning climate (Rosiyana, 2021; Mulyati & Evendi, 2020).

Overall, the findings of this study confirm that Quizizz is an effective learning medium in improving social studies learning outcomes at SMP Negeri 2 Ternate City. The platform not only addresses the limitations of conventional methods, but also enriches the learning experience through a fun, interactive, and evidence-based approach to technology. Thus, the integration of Quizizz in daily learning practices can be a strategic step for teachers in realizing student-centered learning, in accordance with the demands of the Independent Curriculum and the vision of 21st century education. These results provide a solid basis for replicating the use of similar media in other schools, especially in the context of learning social subjects that are often perceived as less attractive by students.

C.   **for Social Studies Learning**

The findings of the research on the development and application of Quizizz as a digital learning medium in Social Sciences (IPS) subjects at SMP Negeri 2 Ternate City have a number of strategic implications for learning practices, the role of teachers, and school policies. First, the Quizizz integration not only serves as an evaluation tool, but also as a means to enrich students' learning experiences through an approach that suits the preferences of the digital generation i.e. interactive, visual, and game-based learning. This approach answers the main challenge in social studies

learning, namely the low interest of students in abstract and textual materials. By presenting content in a dynamic and fun format, Quizizz manages to capture students' attention and encourage active participation, as affirmed by Prasetyo (2025), who states that interaction-based digital media is very effective in reaching the learning styles of adolescent students.

The first and most obvious implication is increased motivation and learning engagement. The move from conventional methods to the interactive format of Quizizz makes social studies subjects feel more relevant and interesting. Attractive visual interfaces, competitive scoring systems, and real-time feedback create psychological stimulation that encourages students to focus, put in the effort, and fully engage in the learning process (Sharief et al., 2022; Supriadi & Pramuditya, 2023). A healthy spirit of competition through leaderboards not only increases the passion for learning, but also builds an individual's sense of responsibility in academic achievement. This creates a more dynamic and collaborative classroom environment, where students encourage each other to understand the material more deeply (Saputra, 2023). Second, there was a significant increase in conceptual understanding and academic achievement.

Post-test results showed an increase in average grades and percentage completeness that far exceeded the previous learning results. These findings indicate that Quizizz is effective in helping students master social studies topics that require memorization, analysis, and contextual understanding—such as government systems, social changes, or historical events (Fariha & Zakaria, 2023). Through a variety of interactive questions that can be repeated at any time, students are able to consolidate knowledge and strengthen long-term retention (Sharief et al., 2022). The learning process becomes more personal and adaptive, because each student can identify weaknesses and improve their understanding independently.

Third, the use of Quizizz also repositions the role of teachers from informants to responsive learning facilitators. This platform allows teachers to conduct formative assessments efficiently, as direct scores are generated automatically and equipped with per-individual analytical reports (Prasetyo, 2025). With this information, teachers can immediately identify gaps in understanding and design targeted learning interventions. In addition, the time that would normally be taken up to correct manual assignments can now be diverted to design more innovative teaching strategies or provide hands-on mentoring to students in need (Utami et al., 2021).

Thus, technology does not replace the role of teachers, but rather strengthens their professional capacity in managing the classroom and supporting the diversity of learning needs. Given the dual benefits both for students and teachers this study recommends that Quizizz be integrated in a sustainable manner in social studies learning at SMP Negeri 2 Ternate City, and even expanded to other subjects. The consistent use of this platform is in line with the spirit of the Independent Curriculum which encourages teachers' autonomy in choosing media and methods that are relevant to the student's context. These findings are also supported by previous studies that confirm the positive impact of game-based learning on motivation, participation, and learning outcomes (Anggraeni et al., 2022; Kristin, 2018). Thus, the adoption of Quizizz is not just a technological trend, but a substantive step towards a student-centered, inclusive, and evidence-based pedagogical transformation—an important foundation for improving the quality of education at the school and national levels.

Discussions

The findings of this study show that the development and application of Quizizz-based learning media in Social Science (IPS) learning at SMP Negeri 2 Ternate City is not only technically and pedagogically feasible, but also effective in increasing student motivation, engagement, and learning outcomes. These results are in line with the game-based learning principle that elements of play such as competition, instant feedback, and reward systems can trigger an intrinsic drive to learn (Sharief et al., 2022; Supriadi & Pramuditya, 2023).

In the context of social studies learning which is often considered abstract and boring (Darman & Hasnawati, 2021), the transformation of methods through digital platforms such as Quizizz becomes a strategic solution to bridge the gap between curricular materials and student interests. Validation by material and media experts confirms that

Quizizz meets the eligibility criteria in terms of content, language, visual design, and usability (Septiyani & Mukhlishina, 2023; Wowor et al., 2022; Prasetyo, 2017).

This is important because feasibility is not only a matter of aesthetics, but also relevance to the learning objectives. When content is presented systematically and language is tailored to the level of cognitive development of junior high school students, it really serves as a tool that supports not interferes with the process of knowledge construction. The positive response of students further strengthens the practical validity of this media, as stated by Afifah et al. (2024) that user acceptance is a crucial indicator of the success of learning innovation.

Furthermore, the significant improvement in learning outcomes both in terms of grade point average and completion percentage confirms the effectiveness of Quizizz as an impactful learning medium. This increase did not happen by chance, but rather was driven by the active learning mechanisms built into the platform. The live feedback feature allows students to reflect immediately on their mistakes, so that the correction process occurs in real time not after the day has passed (Wahyuni et al., 2022; Pratama et al., 2022). This ability greatly supports formative learning, where evaluation is not only to assess, but also to improve. These findings are in line with Jong & Tacoh (2024) and Arafah et al. (2023) who stated that the interactivity and responsiveness of digital technologies contribute directly to deeper conceptual understanding.

On the teacher side, the integration of Quizizz is revolutionizing the practice of assessment and classroom management. With automated assessments and real-time analytical reports, teachers can shift focus from administrative tasks to facilitative roles diagnosing learning difficulties and designing appropriate interventions (Prasetyo, 2025; Utami et al., 2021). This is a paradigmatic shift from teacher-centered learning to student-centered learning, which is one of the main pillars of the Independent Curriculum. In this perspective, technology is not a threat to the authority of teachers, but rather a reinforcement of their professional capacity.

Overall, this study makes a strong empirical contribution to the educational literature in Indonesia on the effectiveness of gamification-based digital media in the context of social subjects. These findings reinforce the results of previous studies that showed the positive impact of similar tools on motivation and academic achievement (Anggraeni et al., 2022; Kristin, 2018; Suwarto, 2021). However, what distinguishes this study is its local context a junior high school in the North Maluku archipelago which shows that technology-based innovation remains relevant and can be implemented even in the limited infrastructure, as long as it is supported by teacher commitment and institutional readiness. Thus, the recommendation to adopt Quizizz sustainably is not just a technical proposal, but a strategic step in realizing an adaptive, inclusive, and quality-oriented learning ecosystem. In the future, replicating this model in other schools with local context adjustments can be part of a national movement to accelerate digital transformation in primary and secondary education in Indonesia.

CONCLUSION

Berdasarkan hasil pengembangan dan penerapan media pembelajaran Quizizz dalam pembelajaran IPS di SMP Negeri 2 Kota Ternate, dapat disimpulkan bahwa penggunaan media pembelajaran berbasis digital ini mampu meningkatkan hasil belajar siswa. Media Quizizz terbukti dapat meningkatkan keaktifan, motivasi, dan minat belajar siswa karena penyajian materi dan soal dilakukan secara interaktif dan menyenangkan.

Selain itu, penggunaan Quizizz membantu guru dalam melaksanakan evaluasi pembelajaran secara lebih efektif dan efisien melalui sistem penilaian otomatis serta umpan balik langsung kepada siswa. Hal ini memudahkan siswa dalam memahami materi dan memperbaiki kesalahan belajar secara mandiri. Peningkatan hasil belajar siswa terlihat dari meningkatnya nilai rata-rata dan persentase ketuntasan belajar setelah penggunaan media pembelajaran Quizizz.

Dengan demikian, pengembangan media pembelajaran Quizizz layak digunakan sebagai alternatif media pembelajaran IPS di SMP Negeri 2 Kota Ternate. Media ini tidak hanya mendukung proses pembelajaran yang lebih inovatif, tetapi juga berkontribusi positif dalam meningkatkan kualitas pembelajaran dan hasil belajar siswa.

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