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Influence of Quizizz Paper Mode-Based Learning on Student Interest in IPAS among Fifth Grade of Elementary School Students

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Abstract

Background: *The development of digital-based learning media encourages teachers to implement more interactive and interesting learning strategies. One innovation that can be leveraged is Quizizz, specifically the Paper Mode feature, which allows students to take quizzes without using electronic devices. The purpose of this study is to examine how the use of the Quizizz Paper Mode learning media influences the learning interest of fifth-grade students in science subjects.* **Methodology:** *The method used is a quantitative approach with a Quasi-Ecperimental Design, the Posttest-Only Control Group Design type. The sample was selected using purposive sampling technique. The research was conducted at SDN Jatiwaringin VIII Bekasi with a sample of 63 students divided into an experimental class (using Quizizz Paper Mode) and a control class (using Wordwall). A questionnaire measuring students interest in learning was employed as the instrument, with its validity assessed through Product Moment analysis and its reliability confirmed using Alpha Cronbach. Data were analyzed using normality, homogeneity, and independent t-tests with the help of SPSS version 25.* **Findings:** *Results showed a significant difference between the experimental class and the control class with a significance value of 0.012 < 0.05 and a tcal value of 2.599 > a table of 1.999. These findings indicate that the features of Quizizz media have a notable impact on enhancing students' learning interest.* **Contribution:** *Practically, these results show that Quizizz Paper Mode can be used as a solution in schools with limited digital devices, while theoretically, this study enriches references regarding low-technology-based interactive learning media.*

Keywords: *Interactive Learning; Learning Interest; Paper Modde; Quizizz; Technology In Education*

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INTRODUCTION

In the world of education, the curriculum is not the only element that determines the success of learning, but also by the ability of teachers and students to adapt to the demands of the times. The field of education is just one of the fields that is greatly influenced by the rapid development of technology. This makes the global trend requiring the education system to adapt to technological innovations in order to be able to create learning that is more effective, flexible and relevant to the needs of the 21st century. According to Rahman et al., (2022) education is adeliberate effort and aims to create an atmosphere and a series of practices that support learning, so that students can actively participate in achieving their full potential. In this case, the presence of technology in the world of education serves to support various activities, expand access to information and facilitate the learning process (Indraswari, 2024).

One of the challenges faced by elementary schools is the limitations in the use of digital devices. At some schools, including SDN Jatiwaringin VIII, students are not permitted to bring personal gadgets to the school environment. Students generally only receive material through books and oral explanations from teachers, without interaction with interesting media. As a result, the learning atmosphere becomes less varied, and students tend to be passive. This condition demands innovation in learning media that remains interactive without relying on high technology (Nurhidayati et al., 2023). Therefore, it is necessary to use learning media that is able to overcome these limitations and still support student involvement in the learning process. Learning media consists of various tools and methods that summarize the content of the subject in order to attract the attention of the audience and facilitate the achievement of learning objectives (Zahwa & Syafi'i 2022). Learning media, according to Suriaman et al., (2024) is a strategy that assists students in their own teaching, with the right media facilitating students' understanding of the content of the material. According to Fadilah et al., (2023) stated that the benefits of learning media are as follows: (1) increasing the attractiveness of the learning process, (2) encouraging interactivity in the learning process, (3) and optimizing the use of time in learning. Hence, learning media serve as a crucial element in shaping learning that is more dynamic, interactive, and suited to the needs of students in the modern age.

Quizizz is a platform that can be accessed through electronic devices such as computers, handphone, and tablets to complete various quizzes that support independent learning, helping students improve their performance (Nurjannah et al., 2023). The advantage of this feature lies in its ability to maintain gamificacklion elements such as challenges, competitions, and a scoring system, so that it is still able to create an interactive and fun learning atmosphere. The format of the printed questions makes it easier for teachers to implement and assess, while providing a different learning experience for students. This feature is particularly relevant in schools that limit the use of digital devices or are in areas with limited technological infrastructure (Fauziah & Hadi, 2023). This helps to make learning more fun and easy while supporting the material. A desire to learn can be defined as "a feeling of interest or pleasure in the activity itself, or in the learning process in particular" (Siregar et al., 2022). Interest in learning is one of the factors that effect

student, when students have a high interest in learning, students tend to participate more actively and show enthusiasm in learners (Bella, 2024).

In this context, several previous studies have been carried out by Pangaribuan & Nugroho (2024) showing that in IPAS learning using Quizizz, the direct interaction quiz feature can increase students' interest in learning. In addition to fostering a more engaged learning environment, Quizizz games increase enthusiasm for learning and improve overall learning achievement. However, the research uses a digital quiz feature, while this research focuses on the use of the Paper Mode feature of Quizizz, which is a feature that allows the execution of quizzes manually without the need for electronic devices, but still maintains an interactive and competitive feel. This feature allows students to stay active in learning despite being in a school environment that limits the use of technology. This is in line with the findings of Ningrum (2022), who states that Quizizz media can support the learning process in a simple and efficient way. Thus, there is a gap in previous studies that have not examined the use of the Paper Mode feature in social studies learning at the elementary school level. This research is important to fill this gap while responding to the needs of schools that require interactive learning media without dependence on digital devices.

The purpose of this study is to use Quizizz, which is its Paper Mode function, as an interactive medium to assess the level of interest of Fifth grade (V) students in science in learning the subject. Incorporating Quizizz's Paper Mode feature allows it to serve as a presentation tool f or course materials and an assessment tool for science-related quizzes. Contrary to previous research, the purpose of using Quizizz is not only to assess students' knowledge but also to arouse their interest in learning. Through this study, it is hoped that the use of Quizizz as an interactive medium, especially with the Paper Mode feature, can increase the learning interest of grade V students in science subjects. This is appropriate if applied at SDN Jatiwaringin VIII, because SDN Jatiwaringin VIII does not allow its students to bring cellphones or other electronic media to school, so this is the right implementation. One possible answer to the problem of students' disinterest in learning social studies is the availability of learning materials, such as the Paper Mode feature in the Quizizz application.

METHOD

In this study, a quantitative methodology is used through the use of a quasi-experimental design. A Posttest-Only Control Group Design was employed in the research, which is a form of experiment that only measures treatments (posttest) without being pre-tested (Arib et al., 2024). The researchers used a purposive sampling strategy to select their samples, which entailed taking calculated decisions about which samples to use to achieve a specific goal (Subhaktiyasa, 2024). The research was conducted in the fifth grade of the 2024-2025 school year at SDN Jatiwaringin VIII Bekasi. The following is an example of a research design on table 1.

Sample or Participant

The sample for this study included fifth-grade students from two classes, V-B and V-C, totaling 63 students. class V-B consisting of 30 students as an experimental

class using the Quizizz media Paper Mode feature. Meanwhile, class V-C which totals 33 students is a control class using Wordwall media. The sample is all members of the population with the following details on table 2.

Table 1. Research Design

Group	Treatment	Posttest
Experiment	X	O_1
Control	-	O_2

Information:
O1 : Posttest in the experimental class
O2 : Posttest in the control class
X : The treatment given is to use the Quizizz learning media Paper feature
- : not given treatment using Quizizz media Paper Mode feature

Table 2. Fifth Grade Sample of SDN Jatiwaringin VIII Bekasi

No	Class	Student
1.	V-B	30
2.	V-C	33
Total Student		63

Instrument

Student learning interest data was collected with a questionnaire consisting of 25 statements in this study. According to Laily et al., (2023) the data analysis method of this study relies on a questionnaire that has been developed using Sumarno's learning interest indicators. These indicators include the following: (1) experiencing enthusiasm, (2) having an interest or interest, (3) paying attention to something, (4) actively participating in every learning process, (5) diligently studying and completing assigned tasks, (6) persistent and consistent in following learning, and (7) always setting a regular learning schedule.

The Likert scale is used to organize the questionnaire. Levels one through five of this model are as follows: (SS) to strongly agree, (S) to agree, (KS) to disagree, (TS) to disagree, and (STS) to strongly disagree. Before being used in research, questionnaires are first tested for validity and reliability. The validity test is carried out through two stages, namely content validity and empirical validity. At the content validity stage, the questionnaire is validated by one expert who has a background in education and instrument development. The validators were asked to assess the suitability of the statement items with the indicators of learning interest, editorial clarity, and relevance of the content. After getting input from the validator, word and writing were improved. Furthermore, an empirical validity test was carried out using the product moment formula with the help of SPSS version 25 software. Of the 30 statements tested, 25 statements were declared valid and used in the study, while the other 5 items were declared invalid and not used. Meanwhile, the reliability test was carried out using the alpha cronbach formula. The results showed that the instrument had a reliability value of 0.893, which was higher than the r_{table} (0.324) at a significance level of 5%. This shows that the questionnaire instruments used are reliable and feasible to be used in the collection of research data.

Data collection

After students in the experimental group learned using Quizizz Paper Mode and those in the control group learned with Wordwall, questionnaires were given to them to collect data. After the learning and evaluation are completed, the questionnaire can be filled out.

Procedure

The structure of learning activities in this study was carried out in one day with the material presented, namely "Biodiversity". Quizizz with the Paper Mode feature was used as the learning media in the experimental class, whereas Wordwall was implemented in the control class. Materials, time allocation, and learning objectives were equalized between the two groups to maintain equal treatment. After the learning activities were completed, students from both classes were asked to fill in the data on the learning interest questionnaire that had been provided as a data collection instrument. After collecting questionnaire data, an evaluation was carried out to find out the difference in learning interests of the two groups.

Data analysis

Before the questionnaire was distributed to respondents, a trial was carried out which included validity and reliability tests. The purpose of this test is to ensure that the questionnaire used in the study is valid and reliable. This test uses Software Statistical Package for the Social Sciences (SPSS) version 25. After the questionnaire is declared valid and reliable, the data from the results of filling out the questionnaire is analyzed through several stages of statistical tests. The first is a homogeneity test using the *Fisher* formula to measure differences between groups. After that, a normality test was carried out using the *Liliefors* test. After the analysis test is completed, a hypothesis test will be performed. After obtaining the results that have been presented in the homogeneity and normality test data and hypothesis test, it is concluded whether the hypothesis that has been formulated in accordance with the theory has an effect on the use of the Paper Mode feature of Quizizz learning media on the learning interest of class V students.

RESULT AND DISCUSSION

Before the research is conducted, the research instrument must first undergo a series of tests, including validity and reliability tests. To determine whether an instrument can accurately measure the target variable, a validity test is used (Kartikaningrum & Muhtarom, 2024). This test uses the *Product Moment* formula. The reliability test aims to ensure that the instrument used is able to produce consistent and stable data on each repeated measurement, so that it can be trusted (Anshari et al., 2024). This text uses Alpha Cornbach. The number of statements tested is 30 items at this stage.

Table 3. Validity Test Results

Information	Total
Valid	25
Drop	5

Table 3 shows that of the 30 statements tested, as many as 25 statements were declared as invalid statements (drop). Thus, only 25 statements were used in this study as an instrument to measure students' interest in learning.

Table 4. Reliability Test Results

N	α	r_{count}	r_{table}	Information
37	0.05	0.893	0.324	Reliable

Table 4 shows the results of the reliability test conducted using *the Alpha Cornbach formula*. The value of the reliability coefficient obtained is calculated = 0.893. The value of the table at a significant level is α = 0.05 so that the r_{table} = 0.324 is obtained. Based on the results of r_{count} = 0.893 with r_{table} = 0.24, it is known that $r_{count} > r_{table}$, then it can be declared that the statement item is reliable and suitable for use in research.

Normality Test

To find out whether the instrument follows a normal distribution, a normality test is used (Sari et al., 2024). This test uses SPSS version 25. The results of the normality test can be presented in table 3.

Table 5. Normality Test Results

Group	N	α	Sig.
Experiment	30	0.05	0.129
Control	33	0.05	0.094

Considering the findings of the normality test shown in table 5. There is known as a Sig. value of 0.094 for the control group and a Sig. value of 0.129 for the experimental group. None of these numbers fall below the significance threshold of 0.05. The results show that both sets of numbers represent a regularly distributed population.

Homogeneity Test

The homogeneity test is conducted using the Fisher formula following the completion of the normality test. Homogeneity test to find out the similarity or homogeneity between two populations. The implementation of the homogeneity test is based on the assumption that the data in each group is normally distributed (Sianturi, 2022). This test uses SPSS 25 software.

Table 6. Homogeneity Results

Group	N	α	Sig.
Experiment	30	0.05	0.653
Control	33		

Based on the data presented in table 6. The significance level obtained was 0.653. This figure is higher than the previously determined significance level of 0.05. So, it's safe to say that the experimental group and the control group have very comparable characteristics. Prerequisite testing has shown that the experimental group and the control group have normal and statistically similar distributions.

T Test

After conducting the homogeneity test, a hypothesis test will then be carried out using the *Independent Sample T-test,* with the test criteria H_0 rejected if the sig. value > 0.05 and H_1 if the sig. value < 0.05 is accepted. The t-test is used to determine the influence of one independent variable partially on the dependent variable (Mishra et al., 2019). The results of the t-test can be presented in the table 5.

Table 7. T-Test Result

F	Sig.	α	df	T_{count}	T_{table}	Sig.(2-tailed)	Information
0.24	0.653	0.05	61	2.599 2.599	1.999	0.012 0.012	$T_{count} > t_{table}$

According to the data shown in Table 7. If you set the df value to 61 and the significance level (GIS) to 0.05, the following T-test table would have a value of 1.999. The results of the independent test, which involved data from the experimental class post test and the control of the significance value of (Sig. 2-Tailed) of 0.012 < 0.05 or $t_{count} > t_{table}$ (2.599 > 1.999), showed that the use of Quizizz fitu Paper Mode in IPAS subjects on students' learning interest, which means that H_0 rejected H_1 was accepted or said to have a significant influence on IPAS learning interest after being treated using the Quizizz learning media Paper Mode feature compared to Conventional Learning.

Discussion

The results of the study show that the use of Quizizz media with the Paper Mode feature has a significant influence on increasing students' interest in learning. These findings are in line with the research of Lestari et al., (2021); Pangaribuan & Nugroho (2024), which states that quiz-based media such as Quizizz can increase student engagement in the learning process. Learning media itself can be understood as any form of tool or means used to deliver material so that the learning process becomes more effective and interesting for students (Sitepu, 2022). However, the uniqueness of this research lies in the use of Quizizz learning media with the Paper Mode feature, which does not require electronic devices, but is still able to attract students' attention and interest. Although paper-based, the interactive aspect of this

medium is well preserved. The presence of elements such as challenges, quiz systems, competitions between students, and direct assessments by teachers can create a fun and engaging learning experience. Students become more actively involved in learning because they feel challenged to answer questions and know the results directly. These findings show that even simple learning media can arouse interest in learning if presented in an attractive and competitive manner.

The advantage of the Paper Mode feature is its ability to facilitate interactive learning without using a mobile phone (Raihan et al., 2024) In addition to contributing to increasing interest in learning, the use of Quizizz Paper *Mode* feature can also create a more collaborative and competitive learning atmosphere in a healthy manner. Students seem more active and enthusiastic in answering questions, because there are elements of challenge and positive reinforcement given in the form of scores or appreciation from teachers (Masnu & Aisyah, 2024). This shows that learning media can build constructive and participatory classroom dynamics in addition to being a teaching tool. This is in accordance with the view embraced by Munawir et al., (2024) that involving students through interactive media results in a more interesting learning environment. The findings of this study are very suitable to be applied to the elementary school sample that has not used mobile phones.

These findings lend credence to the idea that students are more likely to retain information when taught in an engaging way, personalized to individual needs, and based on their preferences and strengths. Participation, curiosity, and focus on the learning process are components of learning interests, according to Maylitha et al., (2023) and Laily et al., (2023). In this context, Quizizz's use of *the Paper Mode* feature has managed to meet these aspects, especially by adding elements of games and competitions that encourage students' enthusiasm. The results of this study have practical implications for various parties. For teachers, Quizizz Paper Mode can be used as an alternative media that is easy to use to build a more interesting and participatory learning atmosphere. For schools, this media can be an interactive learning solution without the need for expensive digital facilities. Meanwhile, for policymakers, these findings can be used as a basis to encourage the use of low-tech learning media in the primary education environment, especially in areas with limited technological infrastructure.

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CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the use of Quizizz learning media with the Paper Mode feature has a significant effect on increasing the learning interest of grade V students in science subjects. This is shown

by the results of the t-test which yielded a significance value of 0.012 < 0.05, which means that there is a significant difference between the experimental class and the control class. Thus, this research succeeded in answering the problem formulation and achieving the goal that has been set, which is to prove that Quizizz Paper Mode can be an effective alternative interactive learning media in increasing students' interest in learning, especially in schools that do not allow the use of digital devices. This research has an important meaning in the context of the development of low-technology-based learning media. Quizizz Paper Mode has been proven to provide engaging, competitive, and participatory learning even when not using electronic devices. These findings show that the limitations of digital facilities in schools are not an obstacle to creating meaningful learning experiences. The limitation in this study lies in the time of implementation which is only carried out in one meeting and the scope is limited to one school with a small number of samples. Therefore, further research is recommended to be conducted over a longer period of time, with a wider scope, and to consider other variables such as learning outcomes or student engagement cognitively and affectively, in order to provide a more comprehensive picture of the effectiveness of the learning media.

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