

Enhancing Grade VIII Students' Motivation and Interest in Learning Procedure Text Using Quizizz at SMPN 8 Banda Aceh

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ABSTRACT

English, as an international language, plays a crucial role in education and other aspects of life. However, many students, particularly those in Class VIII.7 at SMP Negeri 8 Banda Aceh, face difficulties in learning English. Their low motivation and lack of interest are evident from behaviors such as talking during lessons, disturbing classmates, not paying attention to the teacher, and struggling to understand the material. This lack of motivation is believed to stem from monotonous and unengaging teaching methods. This study aims to enhance students' motivation and interest in learning Procedure Text by integrating the online learning platform Quizizz. Conducted in two cycles, this Classroom Action Research involved 32 students as participants. Data was collected through participatory observation and documentation of students' learning outcomes. The findings reveal that the use of Quizizz significantly improved students' motivation and interest in learning Procedure Text. This was reflected in increased active participation, enthusiasm during quizzes, and higher average scores in each cycle. Moreover, most students found Quizizz engaging, interactive, and enjoyable, with its instant feedback feature further motivating them to learn. Based on these findings, it can be concluded that Quizizz is an effective learning tool for enhancing students' motivation and interest in learning Procedure Text. Therefore, teachers are encouraged to incorporate online learning platforms like Quizizz to create a more dynamic and engaging learning environment.

Keywords: *motivation, online learning, procedure text, Quizizz, student engagement.*

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Citation: Hayati, S. N., Achmad, D., & Djalal, Y. (2025). Enhancing Grade VIII students' motivation and interest in learning procedure text using Quizizz at SMPN 8 Banda Aceh. *English Education Journal*, 16(2), 88-97.

<https://doi.org/10.24815/eej.v16i2.45061>

Received 4 March 2025; Revised 20 March 2025; Accepted 6 April 2025

Available online 30 April 2025

1. INTRODUCTION

Education is a fundamental pillar in building the character and capability of students, with interest and learning motivation as fundamental components in the learning process. Learning motivation is defined as the internal drive that propels individuals, particularly students, to engage in learning activities, guiding their efforts towards achieving educational goals ([Renninger & Hidi, 2019](#); [Wentzel, 2021](#)). This interest not only provides direction but also ensures the learning process up to achieving established goals. [Renninger et al. \(2018\)](#) and [Renninger and Hidi \(2019\)](#) further elaborates that learning interest encompasses motivation towards grasping the content and willingness to engage in learning activities. This relationship between interest and motivation is significant, as it induces active participation, encourages learning of new knowledge, and ultimately enables students to reach their academic objectives. For English language learning, motivation and interest are critical to the acquisition of the desired level of language proficiency, which is required for effective communication in today's increasingly globalized world.

Interest and motivation in the learning process cannot be overstressed. It is confirmed that those who are interested and motivated learners better comprehend what they learn and, therefore, have better retention ([Deci & Ryan, 2000](#)). Disengagement, poor grades, and negative attitude towards learning usually come as a consequence of a lack of motivation ([Schunk et al., 2020](#)). This is very relevant to the English language learning situation, where learners are often beset by conditions such as anxiety, lack of confidence, and perception that the material is too hard or irrelevant. Therefore, establishing an effective learning environment that taps the maximum level of motivation and interest is crucial in ensuring successful language acquisition.

The last few years have seen the utilization of technology in learning becoming a promising means of enhancing the engagement and motivation of learners. Digital tools and platforms have the capacity to provide rich and interactive learning experiences that one cannot access otherwise. One example of such a tool is Quizizz, which is an internet-based learning environment that allows one to create engaging quizzes and interactive activities. Apart from making learning fun, Quizizz also provides instant feedback, which is useful in reinforcing concepts and encouraging the students to take ownership of the learning ([Hue, 2024](#); [Susanti et al., 2024](#); [Suwarni et al., 2023](#)). The game-like nature of Quizizz can make learning fun and less scary for the students, particularly for areas like English which can be considered demanding.

With this background, the researchers are challenged to conduct research titled "Enhancing Students' Motivation and Interest in Learning Procedure Text through the Use of Quizizz: A Study in Grade VIII of SMP Negeri 8 Banda Aceh." The study aims to examine how the application of online learning media Quizizz enhances the interest and motivation of students in learning English. The study will address the question: How does the application of online learning media Quizizz strengthen students' learning interest in English? The principal objective of this research is to increase students' motivation and interest in English through the use of Quizizz and thereby promote quality educational results.

The significance of this research is that it can potentially reveal effective pedagogical practices that can be applied in the classroom. By focusing on the implementation of Quizizz, the study aims to demonstrate how technology can be employed to enhance the learning process to be more interactive and engaging. This is

particularly important within the context of SMP Negeri 8 Banda Aceh, where traditional methods of teaching may be unable to fully address the varying needs and interests of students. The findings of this research could be a helpful resource for teachers who wish to advance their pedagogy of teaching as well as facilitate student motivation in the learning of English.

Further, this research is in accord with the overall educational aims of developing 21st-century skills in students, which include critical thinking, collaboration, and digital literacy. As the world becomes increasingly globalized, being able to convey ideas effectively in English is more essential than ever. By way of higher student motivation and interest in learning English through innovative platforms like Quizizz, this study aims to contribute to the development of a generation of students that is not only proficient in the language but also possesses the skills necessary for success in the globalized world.

Finally, the use of technology in education, especially via tools such as Quizizz, offers a special chance to improve students' learning motivation and interest in studying English. This study attempts to identify this potential within the context of SMP Negeri 8 Banda Aceh with the hope of delivering useful insights that can guide teaching practices and help improve educational achievement. Through addressing the paramount drivers of motivation and interest, this study anticipates to come up with an engaging and worthwhile learning process for students, ultimately leading them to be successful at learning the English language.

2. LITERATURE REVIEW

English, as a worldwide language, plays a significant role in most sectors, including education, business, and global communication. With the recent stage of globalization, English proficiency not only helps but is also essential in order to compete on the world scene. Mastery of the language involves learning four fundamental skills, which include listening, speaking, reading, and writing. Such competences are very important for the students to use in English to communicate successfully since it is widely used as a lingua franca across most settings. Additionally, extensive information from scientific journals, books, and online resources exists largely in English, which makes students need to become competent in using the language so that they can gain abundant knowledge ([Crystal, 2003](#)). Nevertheless, many students struggle to acquire English easily, partly because they lack motivation and interest and a belief system that considers learning English unimportant. Contributing to this are uninspiring learning strategies, low rates of interaction, and a limited vocabulary understanding, factors that could be responsible for students' lack of motivation and interest ([Gardner, 2010](#)).

Motivation and interest are integral components of successful language learning. In the context of [Deci and Ryan \(2000\)](#), motivation has been defined as intrinsic and extrinsic. Intrinsic motivation refers to doing an activity for its inherent satisfaction, whereas extrinsic motivation refers to doing an activity in order to receive a separable consequence. In language acquisition, intrinsic motivation can help to invest more and learn the language because students who are interested in learning the language will put effort and time into learning ([Deci & Ryan, 2000](#)). Extrinsic motivators such as rewards or grades can also help but may not be supportive of long-term interest in the content. Research has shown that highly motivated students are more inclined to engage in autonomous learning, seek additional resources, and persist even in difficulty ([Schunk et](#)

[al., 2020](#)). This is particularly so when it comes to learning English, where the learners are often faced with issues such as fear, lack of confidence, and a perception that the subject is too difficult or not relevant. Therefore, the establishment of an encouraging learning culture that fosters interest and motivation is essential in effective language acquisition.

School condition and school environment also play significant roles in fostering students' motivation and interest towards learning. For instance, most schools, like SMP Negeri 8 Banda Aceh, grapple with poor facility and resource issues. Lack of access to important learning materials, such as textbooks and computer equipment, will hamper the student's capacity to engage maximally in the learning process. In such a constrained environment, the students will not be encouraged and will struggle to relate to the curriculum offered. Observation of SMP Negeri 8 Banda Aceh reveals that the school environment as well as the classroom environment is not effective enough for conducive learning. The absence of the required tools, such as LCD projectors in classrooms and bans on using personal digital devices, limits the opportunity for applying modern and interactive learning media. Consequently, teachers find it challenging to diversify their teaching methods, leading to a monotonous learning process that does not instill interest and creativity among students. This detachment can make students bored and tired in class, which can consequently give rise to academic dishonesty such as collaborating with peers or cheating on tests.

While teachers are likely to utilize sites like YouTube for interactive learning, there is a possibility lost in utilizing other engaging tools such as Quizizz, Wordwall, Kahoot, Padlet, and Mentimeter. Past studies support the contention that students' learning motivation and low interest influence students' academic achievement considerably. [Wentzel \(2021\)](#) believes that learning motivation is quantifiable through attitudes such as responsibility, enthusiasm, and interest. The application of various learning media, including puzzles, blocks, Quizizz, and Kahoot, not only increases the enjoyment of learning but also improves the understanding of complex concepts ([Domínguez Gutiérrez et al., 2024](#); [Rayan & Watted, 2024](#)). Of note, Quizizz has been noted as a source of fun and engagement for students, as highlighted by [Hue \(2024\)](#), [Moreira and Lara Freire \(2024\)](#), and [Susanti et al. \(2024\)](#). This platform not only improves the learning process but also enables teachers to analyze students' understanding in an appropriate manner. The quiz medium can be used to motivate students to study actively and modify their perception of English as a subject which can be learned in a fun manner. Further, Quizizz provides students with immediate feedback about their responses so that they can rectify mistakes and enhance their understanding in real time.

Research has shown that gamified learning platforms like Quizizz can actually enhance student motivation and engagement. [Hamari et al. \(2014\)](#) assert that gamification can help enhance user engagement by incorporating game elements in non-game contexts. For Quizizz, features like leaderboards, immediate feedback, and team play create a competitive but collaborative environment that encourages active student participation. This competitive factor can be particularly stimulating for those students who are responsive to challenges and enjoy tracking their performance against others. Apart from this, the application of Quizizz supports differentiated instruction, which caters to the differentiated learning needs of students. Educators can create quizzes that cover particular learning objectives and adjust the level of difficulty based on students' mastery. Such adaptability enables all the students, regardless of their entry level, to study content at a grade that is comfortable for them. [Haelermans and van der Eem \(2018\)](#) and [Lahiassi](#)

[et al. \(2024\)](#) note that providing students with the opportunity to learn at their own grade level and pace can significantly enhance their motivation and interaction with learning content.

Immediate feedback is another essential component of quality learning, particularly in language learning. As [Hattie and Timperley \(2007\)](#) contend, feedback is one way of enhancing learning outcomes. Quizizz provides instant feedback on students' answers, allowing them to learn from their mistakes and correct them in real time. This timely reinforcement solidifies knowledge and enhances a growth mindset, whereby learners view obstacles as opportunities to get better and not as obstacles ([Dweck, 2006](#)). Moreover, the possibility of reviewing incorrect answers and viewing the reasoning for correct ones supports a firmer understanding of the material. This process is particularly beneficial in learning languages, as the awareness of words, syntax, and setting is fundamental for effective communication. With Quizizz, learners can engage in a cycle of ongoing reflection and revision.

As attractive as the use of tools such as Quizizz might be, allowance has to be made for the hurdles that come with the technology being used in schools. An obstacle is what has been termed the digital divide, and it is the concern about the imbalance that arises from the students with access to digital technology all the time and those without. Within most school settings, particularly in the third world, students may lack stable internet connections or personal devices and thus possibly be denied exposure to computer-supported learning materials ([Warschauer, 2004](#)). Teachers may also need to be equipped and supported such that they take maximum advantage of technology while offering instructions. Professional development programs focused on the instructional use of technology can enable instructors to utilize applications like Quizizz in a more meaningful manner so that they are not using technology for the sake of technology but are, instead, enhancing instruction ([Ertmer & Ottenbreit-Leftwich, 2010](#)).

Instructional support and teacher training play a critical role in effective integration of technology into the classroom. It has been discovered through research that teachers who believe in their ability to use technology in instruction will be more likely to integrate technology into instruction ([Akram et al., 2022](#); [Najdabbasi & Pedaste, 2014](#)). Providing ongoing professional development opportunities focused on technical and pedagogical competencies of using platforms like Quizizz will have an immense impact on student learning achievement and motivation. Research by [Suwarni et al. \(2023\)](#) indicates that Quizizz effectively increases student attention and motivation, with studies showing average effectiveness percentages of 70.1% and 70.3%, respectively. Furthermore, training teachers in utilizing such platforms fosters their professional growth, enabling them to create engaging learning environments that stimulate student enthusiasm ([Anggoro & Pratiwi, 2023](#); [Ernawati et al., 2023](#)).

Peer collaboration can be used to foster an environment of experimentation and innovation within the classroom. By sharing the best practices and resources, educators can learn from one another and develop strategies effectively incorporating technology in teaching ([Duran & Miquel, 2019](#)). Aside from enhancing the competency of the teachers, such collaborative approach fosters a conducive learning community supportive of both students and teachers alike.

Another significant consideration is employing parental support for facilitating students' acquisition of English language. It has been established through research that when parents are involved in children's education, students tend to perform well academically ([Hill & Tyson, 2009](#)). The schools can promote parental engagement by

communicating and offering resources on the value of being proficient in the English language and how parents can assist their children at home. These could cover study skills, the use of educational technology, and instructional approaches to developing a positive leaning disposition towards English learning.

3. RESEARCH METHODS

This study employs Classroom Action Research (CAR), which focuses on improving or solving problems within the classroom setting. Conducted in Class VIII.7 at SMP Negeri 8 Banda Aceh during the 2024-2025 academic year, the research involved a total of 32 students. The study followed the Classroom Action Research model by [Kemmis et al. \(2014\)](#), which consists of four stages: planning, implementation, observation, and reflection. SMP Negeri 8 Banda Aceh was selected as the research site due to its relevance in addressing the issues explored in this study, particularly concerning students' motivation and interest in learning English.

The participants of this research were 32 students from Class VIII.7, who were observed to examine the impact of Quizizz as an interactive learning tool. Observation was used as one of the primary data collection techniques, involving direct monitoring of students' participation and engagement. [Little \(2013\)](#) and [Sugiyono \(2018\)](#) defines observation is a versatile data collection method that allows researchers to gather insights by directly watching subjects in their natural environments. This method can be systematically or unsystematically applied, depending on the research objectives. In this study, the researchers observed students using Quizizz, particularly its "Quick Game" feature, which was implemented after students completed the students' worksheet (*Lembar Kerja Peserta Didik/ LKPD*) to reinforce the material. The quiz consisted of five multiple-choice questions on Procedure Text, with a time limit of 20 seconds per question. The observation technique was used to gather data on how Quizizz influences students' motivation and interest in learning.

In addition to observation, documentation was also used to collect data. This method aimed to record past events and obtain primary data from various sources, including school records, activity reports, and students' quiz results from Quizizz. These documents were analyzed to gain a deeper understanding of the school environment and students' learning progress. The combination of observation and documentation provided comprehensive insights into the effectiveness of Quizizz in enhancing students' engagement and motivation in learning Procedure Text.

4. RESULTS AND DISCUSSION

4.1 Results

The study was implemented on 32 students of SMP Negeri 8 Class VIII.7 Banda Aceh and was focused on their motivation and learning interest towards English through the application of integration of Quizizz. The results were tested using two cycles of Classroom Action Research with the data being collected from the pre-cycle, Cycle I, and Cycle II observations. The results indicate that there was a significant boost in students' interest and motivation towards learning English after the introduction of Quizizz. In

Cycle II, 94% of students actively listened to the teacher's explanation, compared to only 31% during the pre-cycle time. This is an indication of how Quizizz as an interactive tool interacted with students more than the normal instructional practice. Similarly, the active questioning rate rose from 6% during the pre-cycle to 84% during Cycle II, indicating that there was a higher degree of participation and questioning regarding what was being learned. Active participation in learning also saw a phenomenal boost, with 94% of learners participating actively in the learning activity during Cycle II, as opposed to 47% during the pre-cycle. See Table 1 for the results of students' learning motivation.

Table 1. Results for students' learning motivation.

No.	Learning Motivation Indicator	Pre-Cycle N=32				Cycle 1 N=32				Cycle 2 N=32			
		Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
1	Actively paying attention to explanation	10	31%	22	69%	13	41%	19	59%	30	94%	2	6%
2	Actively asking questions	2	6%	30	94%	5	16%	27	84%	27	84%	5	16%
3	Participating in learning activities	15	47%	17	53%	18	56%	14	44%	30	94%	2	6%

From the interest learning perspective, statistics showed that 94% of students were able to perform activities with interest in Cycle II compared to 41% in the pre-cycle. This shows that the use of Quizizz not only increased the enjoyment of learning but also helped in developing a positive attitude towards the study of the English language. In addition, capacity to learn concentration improved significantly with 91% of the pre-cycle learners manifesting improved attention during lessons within Cycle II while only 31% of the pre-cycle students manifested such a characteristic. Such an observation verifies the performance of interactive tools to maintain concentration and interest on the part of the learners in the studies. See Table 2 for the results of students' learning interest.

Table 2. Results for students' learning interest.

No.	Learning Interest Indicator	Pre-Cycle N=32				Cycle 1 N=32				Cycle 2 N=32			
		Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
1	Able to perform activities with enthusiasm	13	41%	19	59%	13	41%	19	59%	30	94%	2	6%
2	Able to concentrate on learning activities	10	31%	22	69%	12	38%	20	62%	29	91%	3	9%

4.2 Discussion

These findings are congruent with previous research that demonstrates the motivating influence of interactive learning aids on the engagement and motivation of

students. The significant increase in students' interest and motivation towards learning English as a direct outcome of the utilization of Quizizz supports the rationale that gamified learning environments have the capacity to enhance the involvement and motivation of students ([Domínguez Gutú et al., 2024](#); [Rayan & Watted, 2024](#)). The results indicate that when students are provided with interesting and interactive environments, they become more involved in their learning process, as argued by [Hamari et al. \(2014\)](#), which stated that gamification can facilitate increased user engagement in learning contexts.

The remarkable rise in students' level of participation and attention from pre-cycle to Cycle II shows that the integration of Quizizz not only improved learning but also enriched the classroom experience. This resonates with the study of [Suwarni et al. \(2023\)](#), [Hue \(2024\)](#), and [Susanti et al. \(2024\)](#), which established that interactive learning media such as Quizizz have the potential to greatly enhance students' learning achievements by giving instant feedback and encouraging peer competition. The competitive features of Quizizz, such as leaderboards and immediate results, likely strengthened this motivation further, as the students were able to see how they improved in real-time and compete with fellow students.

The development of students' ability to concentrate and do things passionately is attributed to the interactive nature of Quizizz, which encourages active learning and reduces boredom normally associated with traditional methods of instruction ([Hue, 2024](#); [Moreira & Lara Freire, 2024](#); [Susanti et al., 2024](#)). The results also echo the self-determination theory, where having students experience autonomy and compelling learning activities can boost their intrinsic motivation ([Deci & Ryan, 2000](#)). Having the freedom to select their responses and see the answers right away probably gave students a sense of power, which made them feel more responsible for the direction of their learning process.

The results also emphasize the need to establish a caring learning environment that invites engagement from the students. The positive impacts observed in this current study suggest that teachers can significantly enhance students' motivation and interest in learning English using the infusion of technology and interactive methods of teaching. [Schunk et al.'s \(2020\)](#) research concurs with the fact that learners who are motivated will employ more self-directed learning and do more seeking of additional learning materials, thereby leading to better performance in academics.

5. CONCLUSION AND SUGGESTION

Based on the results of this study, it can be concluded that Quizizz has great potential as an alternative learning medium that is both engaging and effective in increasing students' motivation and interest in learning. The integration of Quizizz in teaching Procedure Text has made a positive contribution to creating a more active, enjoyable, and student-centered learning environment. Therefore, it is recommended that teachers incorporate technology-based learning media, such as Quizizz, more frequently to enhance the quality of classroom learning. However, the successful implementation of Quizizz depends on several factors, including the availability of devices, teachers' proficiency in using the platform, and students' learning characteristics. Addressing these factors will ensure that Quizizz can be optimally utilized to support student engagement and academic success.

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