



The effectiveness of Quizizz media to improve learning outcomes on income inequality

Aghnia Rachmawati^{*1}, Larisa Dyah Saputri¹, Ari Kusmiatun¹, Rinawati²

¹Universitas Negeri Yogyakarta, Indonesia, ²SMPN 1 Turi, Indonesia

Corresponding email: aghniarachmawati.2022@student.uny.ac.id

Abstract

Keywords:

Quizizz; economics learning; learning motivation; income inequality

This study aims to determine the effectiveness of using Quizizz as an evaluation medium in economics learning on the topic of income inequality, as well as to analyze the benefits and challenges of its implementation. The method used is qualitative descriptive, involving 36 students of class XI F1.3 at SMA Negeri 1 Turi as research subjects. Data was collected through observation and documentation of evaluation results using Quizizz, and then analyzed through the stages of reduction, presentation, and drawing conclusions. The study results indicate that Quizizz is capable of increasing both intrinsic and extrinsic learning motivation, as reflected in the improvement of average evaluation scores of 82% and 79%. Furthermore, this media creates a more interactive learning atmosphere, encourages healthy competition, and provides immediate feedback that helps students improve their understanding. Teachers also benefit from the convenience, as Quizizz presents evaluation results in a detailed and structured manner. Challenges encountered include device limitations and varying internet quality among students. Overall, Quizizz is effective as a digital evaluation medium and can be used as an innovative alternative in teaching economics as well as other subjects.

Copyright © 2026

This work is licensed under an Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)

INTRODUCTION

Learning motivation is a crucial factor in the successful learning process, particularly in economics. In economics, high motivation encourages students to more seriously understand the concepts taught, such as income inequality, so that student learning outcomes can improve significantly. Motivated students tend to be more active, diligent, and enthusiastic in participating in the learning process, which can have a positive impact on student learning outcomes. However, in reality, many students still show a lack of motivation and low engagement when participating in evaluation sessions using conventional methods, such as oral tests, written tests, and simple multiple-choice questions. These monotonous and less interactive evaluation methods can lead to boredom and a decrease in learning enthusiasm, so that student learning outcomes are not optimal. The limitations of conventional methods are often become a major obstacle in measuring and improving the quality of learning effectively.

Advances in information and communication technology are opening up new opportunities to support more engaging and interactive learning and evaluation. Digital media like Quizizz provide an interactive quiz-based evaluation platform that can increase student engagement in the learning process. The use of these digital media not only helps teachers conduct assessments quickly and accurately but also motivates students to actively participate through fun, game-based learning.

Economics instruction at the senior secondary level often faces challenges such as low student motivation and participation, particularly in abstract topics such as income inequality. Many students struggle to grasp the concept of income distribution, indicators of inequality, and the resulting social implications. This situation impacts student learning outcomes, as evidenced by exam or quiz scores that fail to reflect their overall level of understanding. Furthermore, evaluation methods, which are generally written and one-way, often make learning feel monotonous and less interactive. The lack of direct feedback also limits students' opportunities to quickly improve their understanding. This situation emphasizes the importance of using assessment tools that not only assess learning outcomes but also increase student participation and motivation.

In this context, Quizizz, as a digital-based assessment platform, holds great potential. Quizizz allows teachers to create interactive quizzes equipped with instant feedback, a points system, and gamification elements that can foster student interest and enthusiasm in learning. Therefore, the focus of this study is to evaluate the effectiveness of using Quizizz as an assessment tool in improving student learning outcomes on income inequality, while also assessing its impact on participation, motivation, and a deeper understanding of economic concepts.

The purpose of this study was to determine the effect of using Quizizz on student learning outcomes and to analyze the advantages and limitations of implementing Quizizz as an evaluation tool for economics learning on income inequality. The benefits of this study are to provide information for teachers and education practitioners regarding the effectiveness of Quizizz as an evaluation tool that can improve student learning outcomes while increasing student motivation and engagement. This research is also expected to serve as a reference in the development of more innovative and effective digital learning media in the future.

METHOD

This study uses a qualitative descriptive approach. Descriptive research generally aims to systematically and accurately describe the facts and characteristics of an object or subject. In the context of this article, the author will describe the application of Quizizz as an evaluation tool for income inequality in economics learning. The study was conducted in September 2025. The subjects consisted of 36 11th-grade F1.3 students at SMA Negeri 1 Turi.

The data collection techniques used included observation and documentation. Observations were conducted to monitor the implementation of Quizizz as an evaluation tool and student interactions during the evaluation. Documentation was conducted to obtain complete and accurate records of student responses. This documentation was then analyzed to describe students' level of understanding of the income inequality material and to assess Quizizz's effectiveness in increasing student engagement and learning outcomes.

The main variable in this study is the effectiveness of Quizizz as an evaluation tool. The effectiveness indicators analyzed include improving student learning outcomes, level of student engagement, student responses to feedback.

The data analysis carried out in this study was divided into three stages, namely data reduction, data presentation, and drawing conclusions. Data reduction is an analytical process

that aims to filter, focus, simplify, and organize data so that the conclusion can be clearly described (Wijaya, 2018). This data reduction stage involves selecting the most relevant and important information, so that researchers can obtain data related to student learning outcomes in the article text material through formative assessments conducted using Quizizz evaluation media in class.

Researchers present data by organizing and displaying it in narrative form, tables, matrices, or other appropriate formats. In qualitative research, data presentation can be done through brief descriptions, mapping relationships between categories, or other forms that support understanding. In this article, the data is presented narratively because the researcher explains in detail the application of Quizizz media as an evaluation tool for income inequality material in grade 11 F1.3 SMA Negeri 1 Turi.

Next, the researcher collected data. Data collection is the process of summarizing the essence of the organized data presentation into concise yet meaningful statements (Sidiq & Choiri, 2019). At this stage, the researcher attempted to conclude the findings regarding the effectiveness of using Quizizz as an evaluation medium, as well as

FINDINGS AND DISCUSSION

The teacher began the learning process by explaining the material on income inequality. Students were encouraged to pay attention and ask questions about any aspects of the material they had not yet understood. Students were stimulated by reflecting on the material they had learned, specifically income inequality. In the core learning activity, the teacher began by briefly explaining the rules for using Quizizz. This was done to ensure students understood the rules and technical aspects of the process. The teacher then distributed the Quizizz link and guided them through the link. Students were asked to work independently on the Quizizz platform, while the teacher monitored and assisted any students experiencing technical difficulties.

In using Quizizz, teachers have already prepared the learning flow that will be implemented in class. Teacher preparation starts with the material and preparation for using Quizizz, taking into account student readiness and the availability of student devices, and the learning flow. Learning in class XI F1.3 at SMA Negeri 1 Turi can use students' smartphones. This means that device availability is essential. Student learning is quite good. Learning activities are carried out using lecture, discussion, and game techniques.

The application of evaluation tools using Quizizz in economics learning in class XI F1.3 can increase motivation and also skills in solving problems. This is because the media provides stimulus to students and is interactively responded to very well by students both actively and cognitively. The increase in intrinsic learning motivation obtained an average percentage value of 82%, with a high level of increase, while the increase in extrinsic learning motivation obtained an average percentage value of 79%, with a high level of increase. It can be concluded that learning will be more interesting and also increase student motivation if the process uses media in providing material information to students.



Figure 1. Initial view of Quizizz

Nama	Nilai	Poin	Performa
FERRYAN HENDI (FERRYAN HENDI) 2 upaya	100%	10/10	8480
Raffael Armedicta (Raffael Armedicta...) 2 upaya	100%	10/10	10380
Rasya slank 2 upaya	100%	10/10	9040
zuffa azizah (zizahh-34)	100%	10/10	9835
almira zahratunisa	90%	9/10	8330
kaylaazzahra	90%	9/10	7040

Figure 2. Display of student rankings



Figure 3. Display of the correct answer

The Quizizz display format used by teachers is multiple-choice. Student work data can also be displayed statistically. Teachers can analyze data on student answers to support evaluation analysis. Student answer status can also be identified on this platform. Students can view their work and rankings directly. Teachers can utilize the live play feature in Quizizz to foster a sense of competition among students. In the multiple-choice format, students select one of the available answers.

The learning outcomes from Quizizz are then reflected upon with students to determine assessment scores that teachers can use to assess students' cognitive understanding. Generally, Quizizz is used during evaluations to monitor student learning progress. In this

case, Quizizz was optimally used for evaluation in Economics lessons on income inequality in grade XI F1.3.

At the end of a learning session, teachers are able to provide direct feedback and rewards to students. The assessment process is simplified for teachers because the scores generated from Quizizz can be used immediately as a basis. Students also receive evaluation results and instant feedback. Throughout the learning process, teachers are seen providing adequate rewards to students who achieve high scores. This indirect reward can also stimulate students' enthusiasm for learning and motivate them to achieve better results (Kirana & Badri, 2020). Throughout the study, teachers also continuously encouraged all students to strive to improve their abilities.

Teachers are the primary element determining the success, smoothness, and optimal utilization of Quizizz in the classroom. If teachers are more innovative and creative in preparing for Quizizz, their presentation of various question types will be enhanced become more engaging and effective. Thus, teachers' skills and routines in utilizing Quizizz also influence its smooth implementation in the classroom. Additional challenges to the teaching and learning process include technical issues, such as varying signal strengths among students' cell phones when accessing Quizizz. Furthermore, differences in students' smartphone specifications can cause difficulties loading and operating the platform.

CONCLUSION

The results of the economics learning study on income inequality in class XI F1.3 of SMA Negeri 1 Turi show that the use of Quizizz as an evaluation medium is effective in increasing students' learning motivation, both intrinsically and extrinsically. The use of Quizizz makes learning activities more varied and interactive, and fosters a healthy competitive atmosphere, thus encouraging students to be more active and think critically. This is reflected in the increase in intrinsic learning motivation by 82% and extrinsic learning motivation by 79%, both of which are in the high category. Other advantages of Quizizz are the direct feedback, statistical presentation of evaluation data, and gamification features that can raise student enthusiasm. Teachers are also assisted in the assessment process because the scores can be used immediately, accompanied by appreciation that can increase student learning enthusiasm. Although there are still technical obstacles, such as differences in device specifications and internet network quality, this does not reduce the effectiveness of the implementation of Quizizz. Thus, Quizizz can be used as an alternative technology-based evaluation medium that is relevant to support the success of economics learning in secondary schools.

ACKNOWLEDGEMENT

The author would like to express his deepest gratitude to SMA Negeri 1 Turi for all the assistance and support provided during the implementation of this research. Without the facilities, permission, and cooperation from the school, this research could not have been carried out properly. Furthermore, thanks are also extended to all teachers and school staff who have provided convenience and motivation during the data collection process. Appreciation is also extended to the students as research subjects who were willing to actively participate so that this research could run smoothly and achieve the expected objectives. This gratitude also serves as a form of appreciation for all parties who directly or indirectly made a significant contribution to the smoothness and success of this study.

REFERENCES

- Arikunto, S. (n.d.). *Evaluation of economics and entrepreneurship learning*. Tahta Media.
- Asral, S. (2023). Differences in student learning motivation using Quizizz learning evaluation media with conventional evaluation media. *MSI Transaction on Education*.
- Nurrita, T. (2018). Developing learning media to improve student learning outcomes. *Misykat*, 3(1), 171–187.
- Pramono, A. (2025). The use of Quizizz learning media to improve learning outcomes in understanding the content of story texts in Indonesian language learning for grade VI students in elementary schools. *JPPGSD: Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 21–31.
- Safitri, A., Utomo, A., Najihah, M., Mubarok, S., Yanitama, A., Wulandari, E., & Wahyuni, A. (2024). Application of Quizizz media as an evaluation tool for article text learning in class XII of SMA Negeri 1 Semarang. *Sadewa Journal*, 13–22.
- Sari, R., & Yarza, D. (2021). The effect of interactive learning media on student motivation. *Journal of Education*.