

THE IMPLEMENTATION OF QUIZIZZ PAPER MODE IN IMPROVING STUDENTS' SOCIAL STUDIES LEARNING OUTCOMES

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ABSTRACT

This Classroom Action Research (CAR) aims to describe the application of the Paper Mode Quizizz Media to improve Social Studies learning outcomes among class VII-E students at SMPN 13 Madiun. The research subjects are class VII-E students of SMPN 13 Madiun, school year 2025/2026, totaling 32 students. Data collection of Social Studies learning results through learning outcome tests. The data was analyzed through descriptive quantitative methods. Indicators of success are determined by increasing the average score of Social Studies learning results in each cycle and by achieving at least 75% learning completion (24 students). Research is carried out in two cycles; each cycle consists of stages of planning, implementation, observation, and reflection. The learning results of Social Studies students in class VII-E increased after learning was carried out by applying Quizizz Paper Mode media for 2 cycles, as follows: (1) In the initial/Pre-cycle condition, before the application of the Quizizz Paper Mode media in Social Studies learning, the average score of learning results was 68, and the classical completion of students was 37.5%. It means 12 students have completed their studies, and 20 have not. (2) After taking action by applying the Paper Mode Quizizz media, in Cycle I, the average score of learning results of 76 with classical completion reached 68.75%. 21 students have completed their studies. In Cycle II, classical success increased to 87,5% with the average score of class learning results increasing to 84. The percentage of classical fulfillment reached 87,5% (28 students). Based on the data analysis, the application of Quizizz Paper Mode media can improve the learning outcomes of Social Studies students in class VII-E at SMPN 13 Madiun.

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INTRODUCTION

Instructional media refers to anything that can be used to convey learning content

(learning material) from the sender (teacher) to the recipient (student). The instructional media are expected to stimulate students' thinking, feelings, attention, and interest, thereby facilitating learning (Anggarwati et al., 2024; Astuti et al., 2024). According to Sadiman (2014), instructional media encompasses anything that can be used to convey messages from a sender to a recipient, stimulating students' thoughts, feelings, attention, and interest, thereby enabling the learning process. In the context of Social Studies education, instructional media serve as a bridge, bringing complex social realities into the classroom. The use of monotonous media, such as textbooks and summary videos, may reduce students' interest and active participation in the learning process. Therefore, innovative, interactive, and participatory instructional media are needed.

In addition, instructional media pose an existing barrier for teachers in Social Studies instruction. Limited knowledge of how to use interactive learning media often leads teachers to rely on textbooks and YouTube videos. The worst: teachers mostly ask students to summarize the learning material. This indicates that one of the challenges in delivering meaningful and contextual Social Studies instruction at the junior high level is the limited use of interactive, educational, and challenging media. Such media are crucial to prevent a monotonous and boring learning experience. Additionally, it is also essential to foster more engaging learning experiences for students.

Formative assessment is an important component of the learning process. Its purpose is to provide teachers and students with information about students' learning progress. It also enables teachers to adjust their instructional strategies. Furthermore, formative assessment helps students to identify and correct their mistakes. However, formative assessments in the form of multiple-choice quizzes often require students to spend a considerable amount of time completing the questions. In addition, students can easily find answers on other websites. Consequently, the result of such formative assessments may not accurately reflect students' actual competencies. Conventional assessment formats, such as multiple-choice questions, short-answer questions, and traditional essay questions, are often perceived by students as monotonous and less engaging. Although all students at SMPN 13 Madiun have access to Chromebooks and a reliable internet connection, the continuous use of digital devices can sometimes lead to learning fatigue. Therefore, variation in the implementation of formative assessment is necessary to maintain students' interest and create a more engaging and enjoyable learning experience.

An initial reflection and observation on the Social Studies learning process of VII-E students at SMPN 13 Madiun revealed that students' learning achievement scores were relatively low, with an average of 68 out of a maximum of 100. The classical percentage of students' learning achievement was 37.5%. Interviews with the social studies teacher further revealed that students in VII-E tended to lose focus when completing formative assessments administered via Google Forms. This condition suggests that students may experience boredom. It also indicated that students have limited interest in the conventional instructional methods being used, which may contribute to their low achievement in Social Studies.

Learning is a conscious process undertaken by an individual to acquire knowledge, skills, habits, experiences, and behavioral changes. Instruction, meanwhile, is a process through which individuals develop new changes as a result of their interaction with information and an environment that facilitates learning. Learning outcomes play a crucial role in the instructional process. The main objective of instructional activities is to achieve meaningful learning outcomes. Learning outcomes are used to determine the extent to which students have understood and comprehended the learning material presented. According to Dimiyati and Mudjiono (2013:3), learning outcomes are the result of the interaction between teaching and learning activities. From the teachers' perspective, the teaching process concludes with the evaluation of learning outcomes. From the students' perspective, learning outcomes represent the culmination of the learning process. Hamalik (2013:49) defines learning outcomes as a mastery level achieved by learners through the teaching and learning process based on established educational objectives. Indicators of learning outcomes encompass three domains: cognitive, affective, and psychomotor. These three domains are used by educators to measure the extent to which students have achieved the expected competencies during the learning process. However, most of all, the cognitive domain is the primary focus in assessing learning outcomes.

Quizizz, as a formative assessment tool, provides immediate feedback. Students can immediately determine whether their answers are correct or incorrect, along with full explanations when provided by the teacher. This immediate feedback is crucial for supporting learning improvement (Hattie, 2012). The engaging gamification elements can also help reduce test anxiety and increase students' motivation. This condition may indirectly contribute to better comprehension of the learning materials and improved cognitive learning outcomes.

Quizizz Paper Mode is an innovative feature of the Quizizz platform that enables teachers to conduct game-based quizzes without requiring each student to have a digital device, such as a smartphone or computer. This feature is designed to bridge the digital access gap in the learning environment, particularly in areas where device availability is limited. Unlike Quizizz Classic Mode, which requires students to answer questions directly using their own devices, Paper Mode uses printed answer sheets containing unique QR codes corresponding to each answer choice (A, B, C, or D). The teacher simply uses the camera on a smartphone or tablet to scan the students' answer sheets, allowing the system to record and assess their responses in real time automatically.

The fundamental concept of Quizizz Paper Mode is to facilitate interactive, game-based learning without requiring advanced technological infrastructure on the students' end. This approach aligns with efforts to improve motivation to learn by incorporating game elements (gamification) into the learning process (Deterding et al., 2011; Kapp, 2012). Through Paper Mode, Quizizz retains key features such as competition, instant feedback, and score visualization. These features are among the platform's main attractions, which offer greater flexibility in classroom implementation (Quizizz, n.d.).

Paper Mode operates as follows: 1) Each student is provided with a "Plickers card"

or a unique QR-coded card with four answer orientations corresponding to A, B, C, and D; 2) The teacher displays the questions from the Quizizz main platform on a main screen, such as a projector or interactive flat panel (IFP); 3) Students answer the questions by raising their cards with the orientation to their chosen answer; 4) The teacher uses camera on a smartphone or other device to scan the answer of the entire class instantly; 5) The scoreboard is updated immediately and displayed on the main screen. This mode combines digital interaction, such as displaying questions and scores, with physical interaction, such as raising answer cards and observing classmates. This combination can help maintain students' focus during the assessment while reducing opportunities for digital cheating.

The implementation of Quizizz Paper Mode requires students to be actively engaged both physically and mentally. While the teacher scans students' answers, students are expected to remain focused and honest as they raise their answer cards. The competitive element, through the displayed leaderboard and score visualization, encourages interaction and communication among participating students. Compared with individual digital assessments, such as Google Forms, which tend to be more isolating, this Paper Mode creates a communal, observable assessment. This condition encourages students to remain socially engaged in the classroom.

In the digital era, game-based educational media offer a relevant approach to addressing challenges in students' learning outcomes. Educational games can create a learning environment that is enjoyable, challenging, and participatory. This game allows students to engage actively in the learning process without feeling overly pressured. One educational game that can be implemented is a quiz-based one. A quiz-based game enables students to engage in healthy competition while assessing their understanding, emotional engagement, and collaborative skills. Based on the problems identified in Class VII-E at SMPN 13 Madiun, the researcher implemented an educational game-based activity, "Quizizz Paper Mode," in the Social Studies teaching and learning process. This instructional media is expected to improve students' engagement in their learning outcomes.

A study conducted by Puspitasari & Nugroho (2021) on the use of Quizizz in digital mode reported a significant improvement in students' Social Studies learning outcome. Similarly, research by Sari & Wijaya (2022) on gamification found that competitive elements boost students' active participation. Meanwhile, a simulated study by Rodrigues (2020), which compared Plickers (Paper-mode technology) with fully online quizzes, showed that physical scanning enhanced focus during class and reduced opportunities for digital cheating. These findings suggest that Quizizz is effective in improving learning outcomes and enhancing active participation. In addition, physical response can help maintain students' focus during classroom assessment.

Based on the research background presented above, the research question of this study is: Can the implementation of Quizizz Paper Mode improve the Social Studies learning outcomes of VII-E students of SMPN 13 Madiun? In line with the research question, the main objective of this study is to describe the implementation of Quizizz

Paper Mode to improve the Social Studies learning outcomes of VII-E students at SMPN 13 Madiun. The implementation of Quizizz Paper Mode serves as an appropriate and effective alternative for improving students' learning outcomes. In addition, implementing Quizizz Paper Mode is expected to make the learning process more engaging, interactive, and enjoyable. Furthermore, it is expected to reduce students' feelings of boredom and monotony during social studies instruction.

RESEARCH METHOD

This study employed a Classroom Action Research (CAR) design. CAR refers to a self-reflective inquiry conducted by educational practitioners, including teachers, to improve the quality of teaching practices. This study is also categorized as collaborative CAR, in which the researcher engaged in peer collaboration to observe all stages, including the implementation of specific actions. These actions were intended to address identified problems. In addition, these actions focused on improving the quality of Social Studies instruction.

This CAR serves as a reference for teachers and practitioners in implementing instructional practices in the future. According to Arikunto (2016), the fundamental concept of CAR consists of four main stages: planning, action, observation, and reflection. The subjects of this study were 32 students of VII-E of SMPN 13 Madiun during the 2025/2026 academic year. This study involved 18 male and 14 female students. This study was conducted in two cycles, with each cycle consisting of three meetings. The first and second meetings were devoted to the teaching and learning process, while the third meeting was used to administer the assessment activity. Each meeting consisted of two lesson periods, with each period lasting 40 minutes. This study was conducted in eight months, from October 2025 to May 2026.

The data collection techniques used in this study were observation, assessment test, and documentation. Observations were conducted during the learning process. The observation aims to examine the implementation of Quizizz Paper Mode. The assessment test was administered to measure students' Social Studies learning outcome variables. At the end of each cycle, students completed tests consisting of questions presented through Quizizz Paper Mode, with student submitting their answers using QR-coded cards. The tests consisted of 10 multiple-choice questions and 5 essay questions. The test is designed based on indicators for Social Studies learning outcomes related to cultural diversity and local wisdom in Indonesia. The test results were used to assess students' conceptual understanding after the action was implemented. The documentation used in this study consisted of setting documents and records. These included instructional documents, particularly teaching modules, that covered various aspects of instructional planning, such as learning objectives, teaching methods, time allocation, learning materials, and assessment procedures. Information obtained from these documents was used to strengthen and complement the data analyzed in the study.

To address the research problem, an action was implemented using Quizizz Paper Mode. The stages of this CAR consisted of planning, action, observation, and reflection,

which were conducted in a cyclical manner. The cycle was repeated or continued if the research problem had not yet been resolved. The research procedure is illustrated in Figure 1.

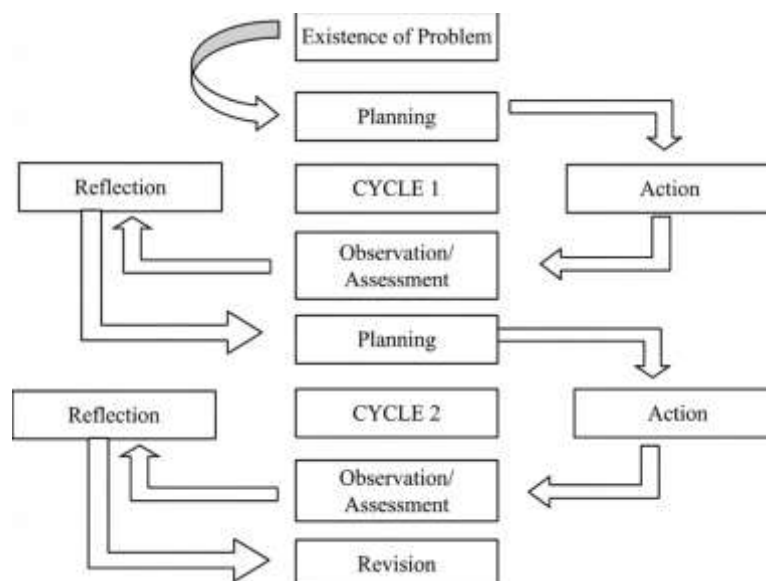


Figure 1. Classroom Action Research Cycle
(Adapted from Riyanto, 2025: 81)

Performance indicators are criteria used to measure the extent to which specific objectives have been achieved. In this study, performance indicators were established to assess improvements in students' Social Studies learning outcomes through the implementation of Quizizz Paper Mode. The implementation is considered successful when the students' average learning outcomes and classical mastery increase substantially in each cycle. The performance indicators for this study are presented in Table 1.

Table 1. Performance Indicators

Research Question	Objective	Performance Indicators
(1)	(2)	(3)
Can implementing Quizizz Paper Mode improve the Social Studies learning outcomes of VII-E students at SMPN 13 Madiun?	To assess the improvement in the Social Studies learning outcomes of VII-E students of SMPN 13 Madiun through the implementation of Quizizz Paper Mode.	1. An increase in average learning outcomes in each cycle. 2. The minimum criterion for classical mastery is 75% (24 students) of VII-E students of SMPN 13 Madiun achieving mastery through the implementation of Quizizz Paper Mode in each cycle.

The data analysis technique employed in this Classroom Action Research consisted of qualitative and quantitative descriptive analysis. Qualitative data analysis was conducted to obtain information describing the planning and implementation of the actions. This technique was used to analyze observational data collected during the learning process. At the same time, quantitative descriptive analysis was used to measure

classical mastery in Social Studies. The data were analyzed using descriptive percentage analysis. The categories of test results and the classification of students' learning outcomes were determined based on the following criteria.

The formula for calculating the mean score: $\bar{x} = \frac{\sum x}{\sum n}$

Where:

$\bar{x}$ = average score

$\sum x$ = sum of the score

$\sum n$ = number of the student

The test results for each cycle were categorized according to the criteria presented in Table 2.

Tabel 2. Category of the Social Studies Learning Outcomes

No	Score	Category	Qualification
1	$92 \leq x \leq 100$	Very Good	Achieved
2	$83 \leq x \leq 91$	Good	Achieved
3	$75 \leq x \leq 82$	Fair	Achieved
4	< 75	Poor	Not Achieved

The achievement score for each student is determined by the minimum mastery criterion (KKM) for Social Studies in the VII grade at SMPN 13 Madiun. Meanwhile, the percentage of classical learning mastery was calculated using the following formula:

$$\text{Percentage of classical mastery (\%)} = \frac{\text{The number of achieved students}}{\text{The number of students}} \cdot 100\%$$

RESULTS AND DISCUSSION

1. Pre-Cycle or Initial Condition of Social Studies Learning Motivation of VII-E Students

Based on the initial observations, it was found that the Social Studies teaching and learning process in Class VII-E mostly relied on lecture-based instruction by utilizing the textbooks. In addition, the formative assessments were administered using Google Forms. The use of Google Forms resulted in some students being less focused and tending to access other online sources while completing the questions. Some students were also less actively engaged in the learning process. They appeared passive when the teacher asked questions, had difficulty working collaboratively in groups, and lacked confidence in expressing their opinions. Consequently, students' learning outcomes remained relatively low, with only some students achieving scores above the minimum mastery criterion (KKM). Based on the results of the initial assessment, the students' Social Studies learning outcome scores are presented in Table 3.

Tabel 3. Initial Conditions of Social Studies Learning Outcomes of VII-E Students SMPN 13 Kota Madiun

Description	Result
Number of Students	32
Highest Score	83
Lowest Score	55
Range Score	28
Average Score	68
Achieved Student	12
Not Achieved Student	20
Classical Mastery Percentage	37.5%

Based on Table 3, students' learning mastery remained low, with only 37.5% of students achieving the minimum mastery criterion (KKM). This condition indicates the need for instructional improvement to enhance students' learning outcomes.

2. Cycle I

Based on the initial observations, it was found that the Social Studies teacher had implemented all stages of the Quizizz Paper Mode procedure. The teachers also communicatively conducted the learning process, with students actively engaged in the activities. Some students had begun to show greater confidence in asking and answering questions posed by the teacher. However, several students remained less focused and were not yet actively involved in group discussions. Based on the implementation of the action in Cycle I, the Social Studies learning outcome scores of the VII-E students were obtained. The students' Social Studies learning outcomes in Cycle I are presented in Table 4.

Tabel 4. Social Studies Learning Outcomes of VII-E Students SMPN 13 Kota Madiun in Cycle I

Description	Result
Number of Students	32
Highest Score	90
Lowest Score	60
Range Score	30
Average Score	76
Achieved Student	22
Not Achieved Student	10
Classical Mastery Percentage	68.75%

Based on Table 4, the students' learning outcomes improved compared with the initial conditions. The percentage of students achieving mastery increased to 68.75%. However, this figure had not yet reached the research success indicator of 75%.

The average Social Studies learning outcome score of the students in Cycle I

was 76. Compared with the average learning outcome score in the pre-cycle stage, which was 68, this represents an increase of 8 points. The comparison of the increase in the average score is presented in Figure 1 below.

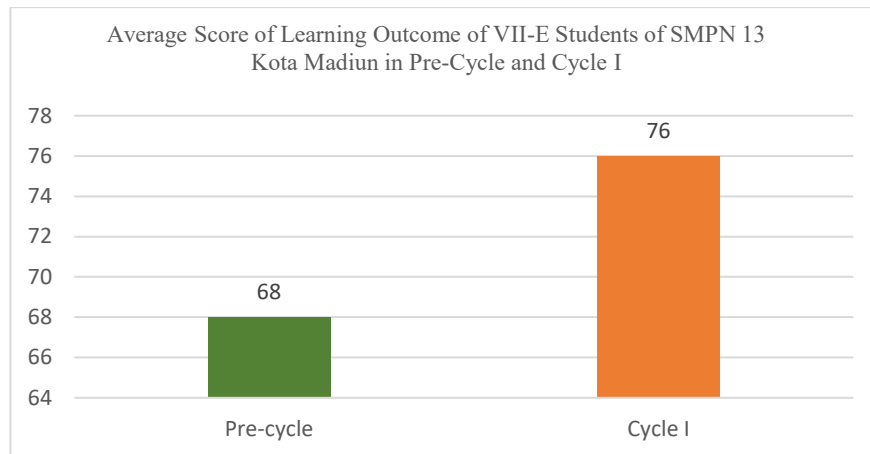


Figure 1. Average Score of Learning Outcome of VII-E Students of SMPN 13 Kota Madiun in Pre-Cycle and Cycle

The classical mastery of students' learning outcomes in Cycle I reached 68.75%. Compared with the average of classical mastery in the pre-cycle, which was 37.5%, this represents an increase of 31.25%. A comparison between classical mastery and the increase in Social Studies learning outcomes among VII-E students at SMPN 13 Madiun is presented below.

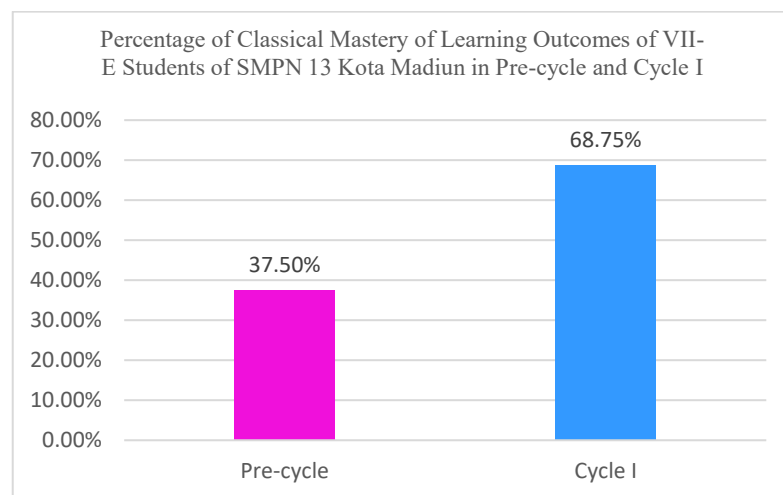


Figure 2. Classical Mastery of Learning Outcomes of VII-E Students of SMPN 13 Kota Madiun in Pre-cycle and Cycle I

Based on the reflection conducted after Cycle I, the implementation of Quizizz Paper Mode had a positive impact on students' learning outcomes. However, the results had not yet reached the expected level. From the teacher's perspective, the learning process was conducted in accordance with the planned procedures.

However, the teacher still needed to improve time management during group discussion. The teacher also needed to provide equitable guidance to all groups. The teacher also recognized that the instructions on using the QR-coded cards were insufficiently detailed. Consequently, some students experienced confusion at the beginning of the lesson. From the students' perspective, most began to demonstrate greater confidence in asking questions, responding to the teacher's questions, and collaborating in groups. However, some students remained hesitant to express their opinion in front of the class. In addition, several students were still less focused during the group discussion. As a result, there was uneven participation among group members. From the perspective of the learning environment, the classroom atmosphere became more active and enjoyable compared with the initial conditions. The use of Quizizz Paper Mode successfully attracted students' attention and increased their enthusiasm for learning.

3. Cycle II

Based on the evaluation of the actions implemented in Cycle I, the activities in Cycle II were focused on addressing the identified shortcomings and weaknesses. Cycle II also optimized the roles of both the teacher and the students. The teacher's instructional practices needed further improvement. The improvements are particularly evident in the provision of motivation and appreciation, which encourage students to become more confident in expressing their opinions. The teacher also focused on improving time management and organizing group discussions more effectively. In addition, teachers improve the quality of the learning process by providing more intensive guidance to students who remain passive and by delivering clearer, more systematic instructions on using the QR-coded cards.

Social Studies learning outcome scores of the VII-E students of SMPN 13 Madiun in Cycle II are presented in Table 5.

Table 5. Social Studies Learning Outcomes of VII-E Students SMPN 13 Kota Madiun in Cycle II

Description	Result
Number of Students	32
Highest Score	100
Lowest Score	70
Range Score	30
Average Score	84
Achieved Student	28
Not Achieved Student	4
Classical Mastery Percentage	87.5%

Based on Table 5, students' learning outcomes improved compared with those in Cycle I. The percentage of students achieving mastery reached 87.5%, indicating that the research success criterion had been achieved. The average Social Studies learning outcome score in Cycle II was 84. Compared with the average score in Cycle I, which was 76, this represents an increase of 8 points. The comparison of the

increase in the average Social Studies learning outcome scores is presented in Figure 3 below.

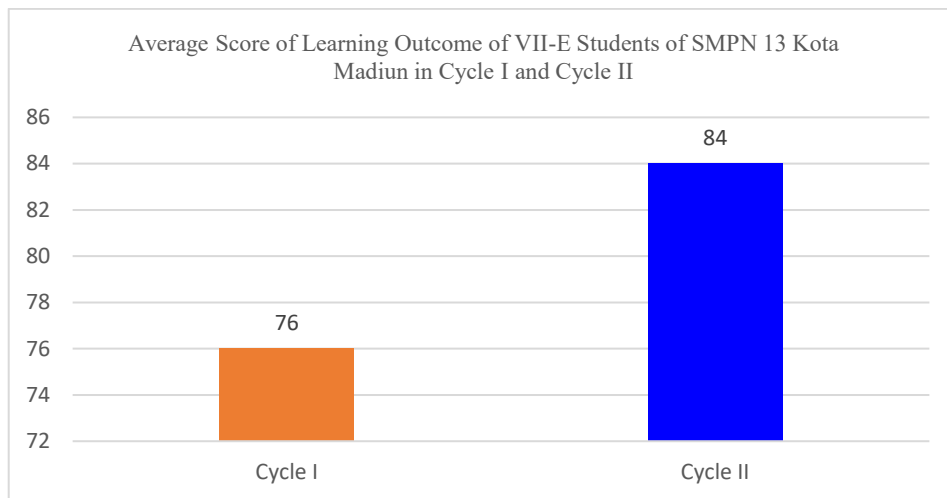


Figure 3. Average Score of Learning Outcome of VII-E Students of SMPN 13 Kota Madiun in Cycle I and Cycle II

The classical mastery of students' learning outcomes in Cycle II reached 87.5%. Compared with the classical mastery rate in Cycle I, which was 68.75%, this represents an increase of 18.75 percentage points. A comparison of the increase in classical mastery of Social Studies learning outcomes among VII-E students of SMPN 13 Madiun in Cycles I and II is presented in Figure 4 below.

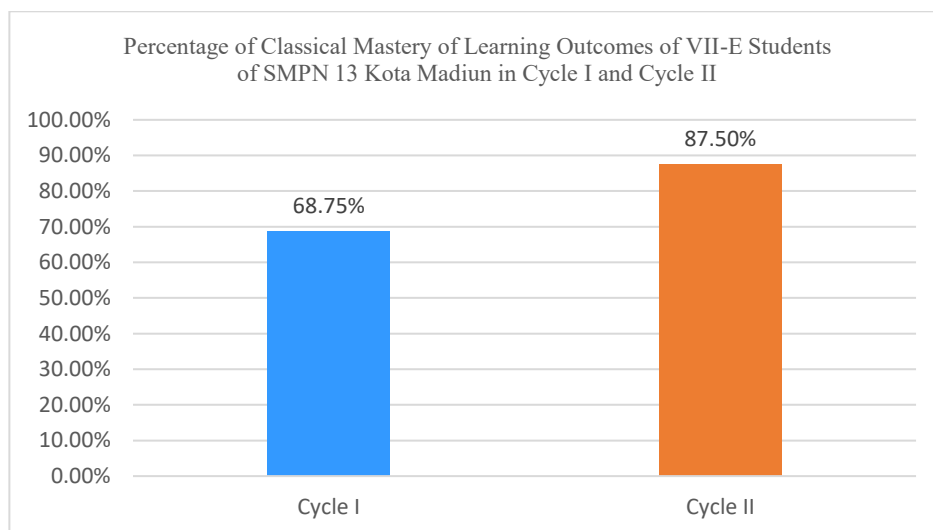


Figure 4. Classical Mastery of Learning Outcomes of VII-E Students of SMPN 13 Kota Madiun in Cycle I and Cycle II

Based on the findings presented above, the implementation of Quizizz Paper Mode in Social Studies instruction increased the average Social Studies learning outcome scores of VII-E students from the pre-cycle stage through Cycle I and Cycle

II. This improvement can be seen in Figure 5.

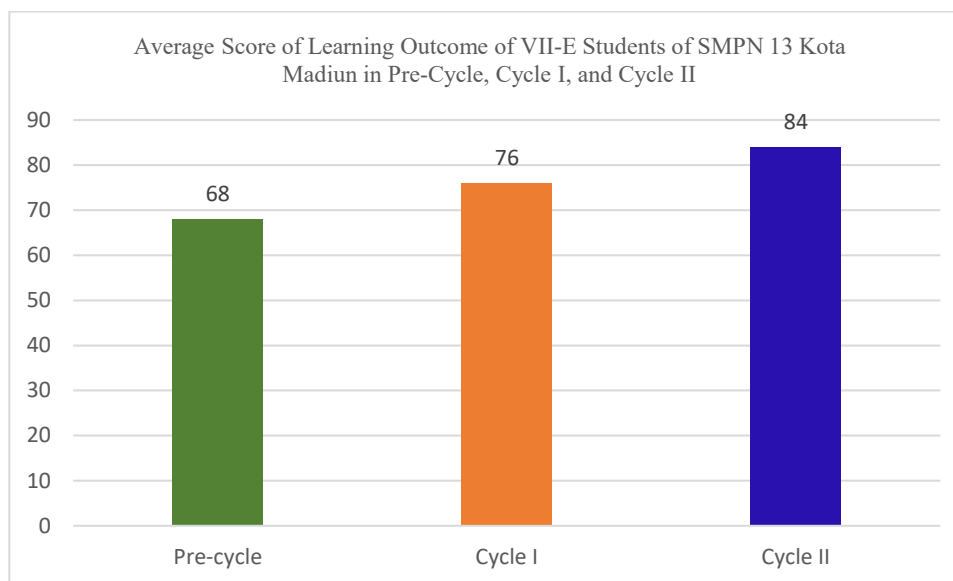


Figure 5. The Improvement of Social Studies Learning Outcome Score of VII-E Students of SMPN 13 Kota Madiun

In addition to the average learning outcome scores, the percentage of classical mastery among VII-E students at SMPN 13 Madiun also improved from the pre-cycle stage through Cycles I and II. This improvement is presented in Figure 6 below.

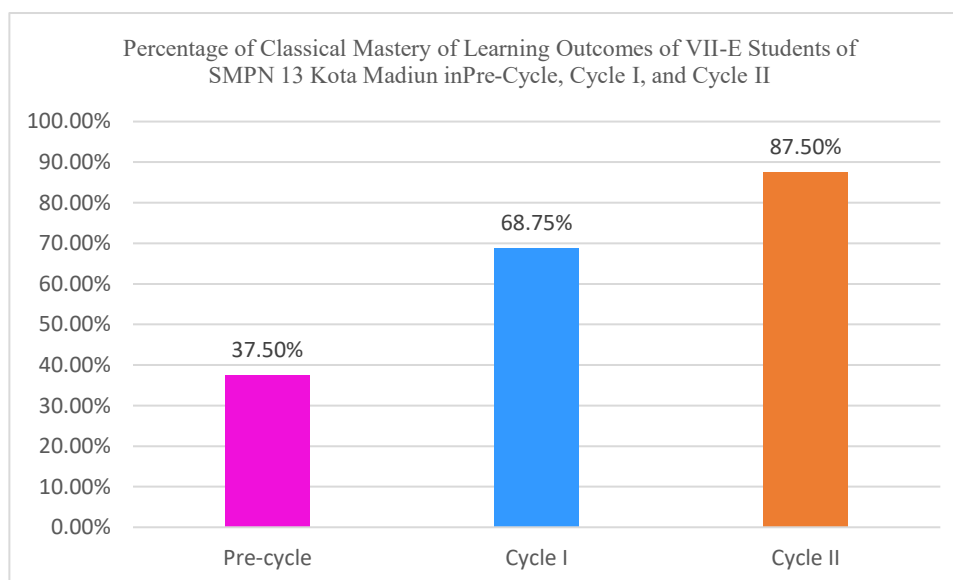


Figure 6. The Improvement of Classical Mastery of Learning Outcomes of VII-E Students of SMPN 13 Madiun in Pre-Cycle, Cycle I, and Cycle II

Thus, the action hypothesis that implementing Quizizz Paper Mode can improve the Social Studies learning outcomes of VII-E students at SMPN 13 Madiun has been supported by the findings. The confirmation of this hypothesis reinforces

various views emphasizing that teachers are essential to the teaching and learning process. Additionally, teachers play an important role in optimizing students' abilities.

The implementation of Quizizz Paper Mode in Social Studies instruction fosters an engaging, participatory learning environment. This environment encourages students to engage actively in the learning process without feeling overly burdened. Quizizz Paper Mode incorporates gamification elements, such as competition, points, and engaging visuals. These elements encourage students to participate in physical interactions by raising QR-coded cards. This interaction helps maintain focus during learning activities. Consequently, the use of this media can help reduce students' anxiety during learning and assessment. Furthermore, Quizizz Paper Mode can foster students' enthusiasm for learning. It also facilitates a better understanding of the concept, supports the correction of errors, thereby contributing to improved learning outcomes.

This finding is consistent with the study by Puspitasari and Nugroho (2021), which reported that using Quizizz Paper Mode can improve students' Social Studies learning outcomes. The gamification elements make assessment activities more engaging and interactive.

CONCLUSION

Based on the results of the Classroom Action Research (CAR) conducted through the implementation of Quizizz Paper Mode in Social Studies instruction of VII-E students of SMPN 13 Madiun during the 2025/2026 schooling year, it was found that the implementation of Quizizz Paper Mode improved students' Social Studies learning outcomes. The improvement can be reviewed in the increase in both the average learning outcome scores and the percentage of students achieving learning mastery. In the pre-cycle stage, the average Social Studies learning outcome score for VII-E students was 68 out of a possible 100. At the same time, the percentage of students achieving learning mastery was 37.5%. In Cycle I, following the implementation of Quizizz Paper Mode, the average learning outcome score increased to 76. The percentage of students achieving learning mastery increased to 68.75%. In Cycle II, the average learning outcome score increased further to 84 out of 100. At the same time, the percentage of students achieving learning mastery reached 87.5%.

The implementation of Quizizz Paper Mode is an effective instructional strategy for improving students' learning outcomes in Social Studies. Teachers can utilize this instructional media to create a more active and effective learning environment. The gamification features from the instructional media can catch students' attention. These features also increase students' enthusiasm for participating in learning activities. As an instructional media, Quizizz Paper Mode is not limited to Social Studies. This optional instructional media can also be applied in other subjects to improve students' learning outcomes.

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