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Article

Analysis of Students' Enthusiasm Level Towards Quizzz-Based Summative Evaluation in Grade VIII MTsN 2 Ponorogo

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Student enthusiasm.

ABSTRACT

This research aims to analyze the level of students' enthusiasm toward summative evaluation using Quizizz in grade VIII at MTsN 2 Ponorogo. The background of this research lies in the increasing use of digital-based assessment media that promote interactive and engaging learning experiences. Quizizz as a game-based evaluation platform is expected to increase student motivation, enjoyment, and focus during the evaluation. This study used a quantitative approach with a descriptive method involving 51 students as respondents. The instrument used was a questionnaire containing 20 statements with a four-level Likert scale. Data were analyzed descriptively to group student enthusiasm levels into high, medium, and low categories. The results showed that 69% of students had high enthusiasm, 31% had medium enthusiasm, and none had low enthusiasm. The aspects with the highest responses were interest and enjoyment, followed by motivation and drive to achieve, ease and technical support, and the lowest were focus and comfort in implementation. These results confirm that the use of Quizizz can create a fun, interactive, and motivating evaluation atmosphere, although some students still experience anxiety due to competitive elements. The practical implication of these findings is that teachers can utilize Quizizz as an alternative assessment that not only measures cognitive knowledge but also enhances student engagement, motivation, and a fun learning experience, while maintaining a balance between competitive elements and student comfort. Overall, Quizizz can be an effective and relevant alternative summative assessment in the digital era.

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INTRODUCTION

Summative evaluation is a crucial stage in the learning process, aimed at measuring student competency achievement after the learning process has taken place. In the digital era, technology-based evaluation tools such as Quizizz have become increasingly used as an interactive and enjoyable assessment alternative, particularly in junior high schools (SMP) and Islamic junior high schools (MTs). Using Quizizz as a summative evaluation facilitates implementation while increasing student engagement and motivation (Asria et al., 2021).

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Quizizz-based evaluation tools have also been used in grade VIII at MTsN 2 Ponorogo to measure student competency achievement after learning activities. As a solution, implementing Quizizz-based summative evaluation is expected to increase student enthusiasm because the platform combines elements of gaming (gamification), an engaging interface, and direct feedback that motivates students during the evaluation.

In the implementation of Quizizz-based summative evaluation, several problems were found that became the focus of the research, namely analyzing the level of enthusiasm of class VIII students of MTsN 2 Ponorogo towards summative evaluation using Quizizz. By using enthusiasm parameters which include, first, students' interest and enjoyment of Quizizz-based tests, which describe students' feelings of pleasure and interest in this evaluation model. Second, learning motivation and achievement drive, namely the extent to which Quizizz can increase students' enthusiasm for learning and their desire to achieve high scores. Third, students' focus and comfort during the test which indicates their psychological conditions such as focus, comfort, and confidence. Fourth, ease and technical support, which assess how students perceive the ease of use of the system as well as teacher support that influences their comfort and enthusiasm in participating in the evaluation (Nurkhasanah & Mahrusl, 2025).

To address these issues, the use of Quizizz as a summative evaluation tool has been proposed as a solution that can increase student enthusiasm. Quizizz, with its gamification features and real-time feedback, creates a more enjoyable and motivating evaluation experience. This is expected to increase student interest, motivation, focus, and comfort during the evaluation, while also simplifying technical aspects with the support of a responsive system (Wahyuni, 2025).

This close relationship between the solution and the problem forms the basis of this research, which aims to analyze in-depth the level of enthusiasm of eighth-grade students at MTsN 2 Ponorogo towards Quizizz-based summative evaluation. This study used interest and enjoyment, learning motivation and achievement drive, focus and comfort, and ease of implementation as the primary indicators for measuring student enthusiasm during the evaluation process. This research is expected to provide useful information for implementing more effective and enjoyable learning evaluations (Huda et al., 2022).

However, a review of the existing literature reveals a lack of quantitative studies specifically examining student psychological aspects, such as motivation and anxiety, in the context of digital evaluation in madrasas. Most studies focus on general enthusiasm or technical success in using the platform, without delving into how these psychological factors play a role and impact the effectiveness of digital evaluation. This creates a significant gap in research that needs to be filled to gain a comprehensive understanding of the impact of digital evaluation on student psychology.

Therefore, this study aims to address this gap by conducting a quantitative evaluation of student motivation and anxiety during the implementation of Quizizz-based summative evaluation at MTsN 2 Ponorogo. The results are expected to contribute significantly to the development of digital learning evaluation strategies that are not only efficient and enjoyable but also support students' overall psychological well-being.

METHOD

This research employed a quantitative method with descriptive analysis techniques. Quantitative methods were chosen because this research attempts to objectively describe numerical data through the results of questionnaires completed by respondents without providing any specific treatment to the research variables. Descriptive analysis techniques, on the other hand, were used to describe the level of enthusiasm or students' perceptions of the learning activities that had been implemented. According to Asria and Putrie, quantitative descriptive methods aim to explain phenomena based on statistically processed questionnaire

results to strengthen the analysis and conclusions (Asria & Putrie, 2021). In this context, the research focuses on collecting quantitative data that can be systematically measured, calculated, and interpreted to obtain a picture of the level of student learning enthusiasm.

The data source for this study comes from primary data, namely the results of a questionnaire completed by eighth-grade students at MTsN 2 Ponorogo. The data collected were quantitative, namely the scores of respondents' responses to the statements in the questionnaire. The population of this study was all eighth-grade students at the school where the study was conducted, while the sample consisted of 51 eighth-grade students selected using a purposive sampling technique. This technique was chosen because the sample was determined based on certain criteria, namely students who had participated in an evaluation activity using the Quizizz platform. Thus, the data obtained was expected to be representative of the population studied (Sugiyono, 2017).

The data collection technique used a questionnaire consisting of 20 statements. Each statement was structured based on specific indicators and measured using a four-level Likert scale: strongly disagree, disagree, agree, and strongly agree. Respondents were asked to select one answer alternative according to the level of agreement with their perception of the statement. Each option was scored from 1 to 4, with higher scores indicating higher levels of enthusiasm. The total score of each respondent was calculated to determine the category of students' level of enthusiasm for the Quizizz-based summative evaluation (Aziz, 2017).

Before the questionnaire was used for data collection, the instrument's validity and reliability were tested. Validity testing was conducted to ensure each statement item accurately measured the intended aspect of enthusiasm, while reliability testing was conducted to assess consistency between statements within a single construct. Validity testing was conducted by consulting with expert lecturers in the field of educational evaluation and using the Pearson product-moment correlation test. A statement item was declared valid if the calculated r value was greater than the table r value at a 5% significance level. Reliability testing was conducted using Cronbach's Alpha formula, and the instrument was deemed reliable if the alpha value was greater than 0.60.

The questionnaire's outline was developed based on Sardiman's (2018) theory of student learning enthusiasm and was supported by relevant indicators in the context of digital-based learning evaluation. The outline contained four main indicators: (1) attention to learning activities, (2) participation in learning activities, (3) motivation to use learning media, and (4) satisfaction with the learning experience. Each indicator is described in five statements used in this research questionnaire (Sardiman, 2006).

The questionnaire data were then analyzed using descriptive statistical techniques to quantitatively describe the level of student enthusiasm. The initial stage of the analysis was carried out by adding up each respondent's score based on all 20 statement items. Each item has four alternative answers with a Likert scale of 1–4. Thus, the highest possible score a respondent can obtain is 80 (20 × 4), while the lowest score is 20 (20 × 1). To determine the category range (low, medium, and high), the class interval formula is used (Maaruf et al., 2023):

$$Interval = \frac{highest\ score - lowest\ score}{many\ categories}$$

Based on this calculation, we obtain:

$$Interval = \frac{80 - 20}{4} = 20$$

Therefore, the student enthusiasm category interval is determined as follows.

Table 1. Student enthusiasm category interval

Category	Interval
High	60-80
Medium	40-59
Low	20-39

This grouping makes it easier for researchers to identify student enthusiasm trends toward learning activities. Next, the number of students in each category is calculated as a percentage using Sudijono's formula (Sudijono, 1997):

$$P = \frac{F}{N} \times 100\%$$

Description:
P = percentage,
F = number of students in a particular category,
N = total number of students

In addition, a more in-depth analysis was conducted on each indicator. The questionnaire consisted of four indicators, each represented by five statements. Therefore, the analysis per indicator was conducted by grouping five statement items included in the same indicator, namely indicator 1 includes items 1–5, indicator 2 includes items 6–10, indicator 3 includes items 11–15 and indicator 4 includes items 16–20. The scores from the five items were added up for each respondent to obtain a total score for each respondent per indicator. Considering that each indicator consists of 5 items with a Likert scale of 1–4, the highest score per indicator is 20 (5 × 4) and the lowest score is 5 (5 × 1). Based on the same class interval formula, the category range per indicator is obtained as follows:

Table 2. Category intervals per student enthusiasm indicator

Category	Interval
High	15-20
Medium	10-14
Low	5-9

This indicator-by-indicator analysis was used to more specifically examine the strongest and weakest aspects of student enthusiasm for learning. Thus, the analysis results not only illustrate general trends but also provide detailed information on indicators that need to be strengthened through subsequent learning strategies. This quantitative research prioritizes the principles of objectivity, reliability, internal validity, and generalizability, meaning that data is obtained free from bias, results can be measured consistently, and findings can be generalized to similar contexts. Therefore, the results of this study are expected to provide an objective picture of students' level of enthusiasm for learning evaluation activities using the Quizizz platform.

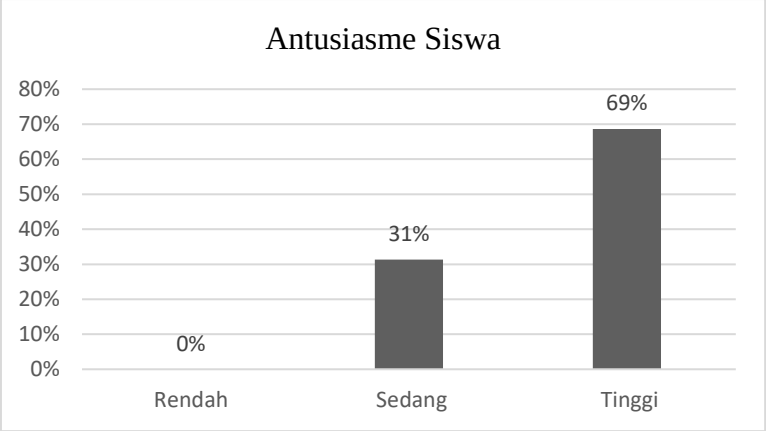
RESULT AND DISCUSSION

Student enthusiasm data obtained through the research instrument was then categorized based on the predetermined score intervals in Table 1. Student Enthusiasm. The calculated scores for each student were then converted into percentages to determine the overall distribution of enthusiasm levels. The distribution of the processed data is presented in the following table:

Table 3. Results of Data Processing on Student Enthusiasm for Quizizz

Interval	Category	Frequency	Presentation (%)
20-39	Low	0	0%
40-59	Medium	16	31%
60-80	High	35	69%

The data in the table can be visualized in the form of a bar chart to clarify the proportion of each category of student enthusiasm.



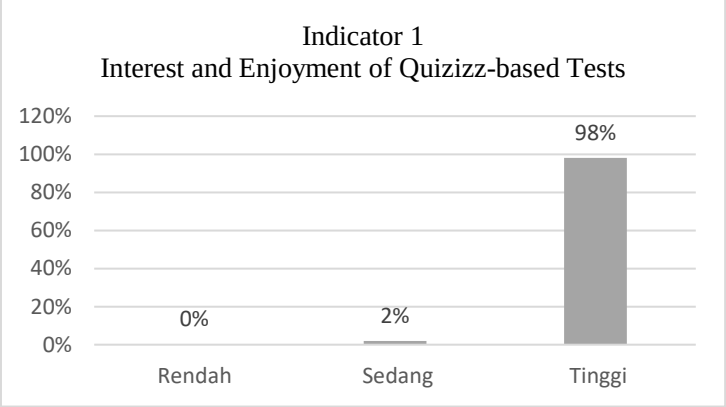
Picture 1. Graph of Percentage of Student Enthusiasm for Quizizz

The results of data processing for each indicator are categorized based on the value intervals in Table 2. The results of data processing for indicator 1 show that students' interest and enjoyment of Quizizz-based tests are in the high category with a frequency of 51 respondents (98%). A total of 1 respondent (2%) is in the medium category, while no respondents are in the low category (0%). These findings indicate that the majority of students have a very high interest and enjoyment of tests using Quizizz. The distribution of data processing results is presented in the following table:

Table 4. Data Processing Results of Interest and Enjoyment Indicators for Quizizz-Based Tests

Interval	Category	Frequency	Presentation (%)
5 - 9	Low	0	0%
10 – 14	Medium	1	2%
15 - 20	High	50	98%

The data in the table can be visualized in the form of a bar chart to clarify the proportion of each category of student enthusiasm in terms of interest and enjoyment of quizizz-based tests.



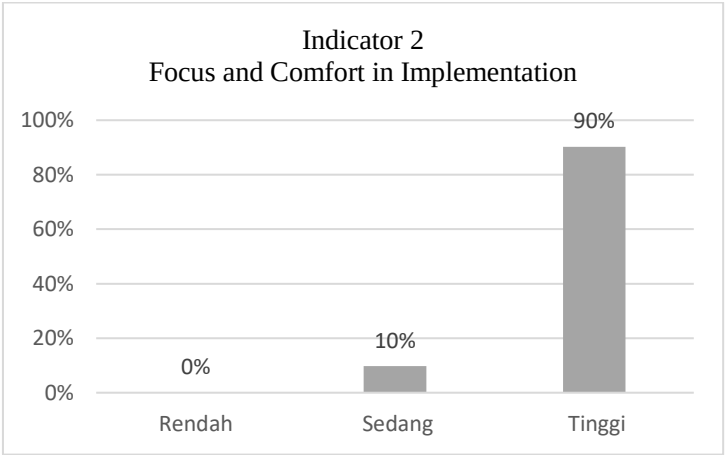
Picture 2. Percentage Graph of Indicator 1: Interest and Enjoyment of Quizizz-Based Tests

In terms of learning motivation and achievement motivation, the majority of students (46 respondents) demonstrated high levels of learning motivation and achievement motivation. Five respondents (10%) were in the moderate category, and no respondents were in the low category (0%). These results demonstrate that the use of Quizizz can boost motivation and achievement motivation in the majority of students. The distribution of data processing results is presented in the following table:

Table 5. Data Processing Results for Indicators Learning Motivation and Achievement Drive

Interval	Category	Frequency	Presentation (%)
5 - 9	Low	0	0%
10 – 14	Medium	5	10%
15 - 20	High	46	90%

The data in the table can be visualized in the form of a bar chart to clarify the proportion of each category of learning motivation and student achievement motivation towards Quizizz-based tests.



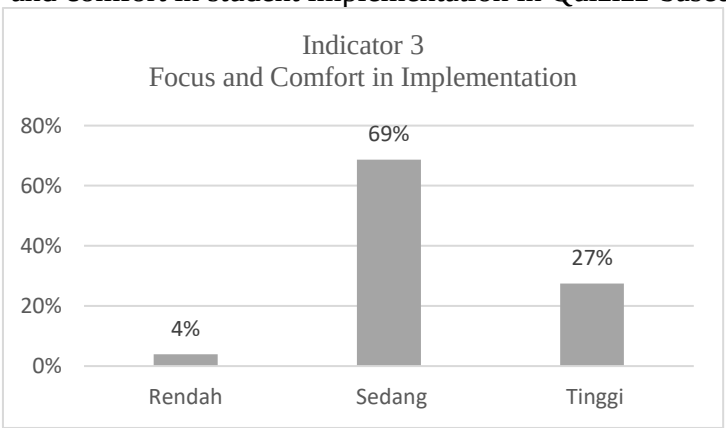
Picture 3. Percentage Graph of Indicator 2 Learning Motivation and Drive to Achieve

The data results show that the focus and comfort indicators were predominantly in the medium category, with 35 respondents (69%). Fourteen respondents (27%) were in the high category, and two respondents (4%) were in the low category. This indicates that most students felt quite focused and comfortable during the Quizizz-based test. The distribution of the data processing results is presented in the following table:

Table 6. Indicator Data Processing Results Focus and Convenience in Implementation

Interval	Category	Frequency	Presentation (%)
5 - 9	Low	2	4%
10 – 14	Medium	35	69%
15 - 20	High	14	27%

The data in the table can be visualized in the form of a bar chart to clarify the proportion of each focus category and comfort in student implementation in Quizizz-based tests.



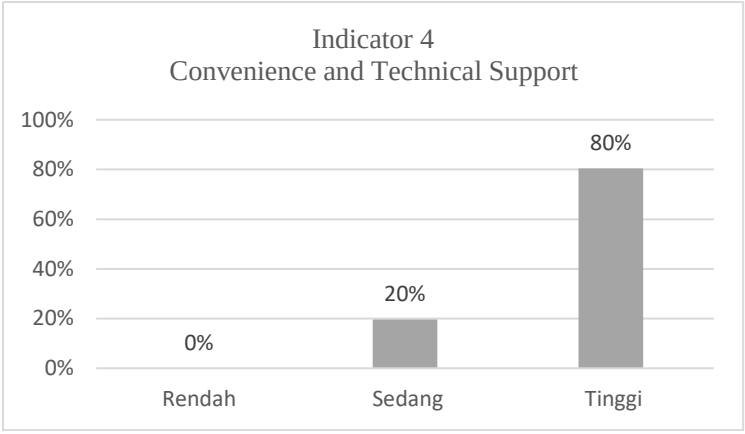
Picture 4. Indicator 3 Percentage Chart Focus and Convenience in Implementation

Regarding the ease of use and technical support indicators, the majority of respondents (41 respondents) were in the high category. Ten respondents (20%) were in the medium category, and no students were in the low category (0%). These results indicate that students generally found Quizizz easy to use and received adequate technical support. The distribution of data processing results is presented in the following table:

Table 7. Indicator Data Processing Results Convenience and Technical Support

Interval	Category	Frequency	Presentation (%)
5 - 9	Low	0	4%
10 – 14	Medium	10	20%
15 - 20	High	41	80%

The data in the table can be visualized in the form of a bar chart to clarify the proportion of each category of ease and technical support for students in Quizizz-based tests.



Picture 5. Indicator 4 Percentage Chart Convenience and Technical Support

The results of the questionnaire on students' enthusiasm for Quizizz-based summative evaluation showed that of the 51 respondents of grade VIII students of MTsN 2 Ponorogo, 69% of students had a high level of enthusiasm for Quizizz-based summative evaluation, 31% were in the medium category, and no students were classified as low. These findings show that the majority of students responded positively to the use of Quizizz in evaluation activities. The high overall enthusiasm of students is in line with the results of research conducted by Nugroho, et al. (2025) which stated that the use of game-based assessment platforms such as Quizizz and Kahoot! can increase students' emotional and motivational engagement during the evaluation process. This high level of enthusiasm can be driven by novelty, competitive elements, and engaging visuals, which create a sense of enjoyment. Implementing Quizizz as an evaluation tool creates a fun, interactive, and motivating assessment environment for students. This is particularly relevant in the context of 21st-century learning, as students tend to prefer digital media that offer active learning experiences, such as gamification.

Gamification is an innovative approach to education that integrates game elements into the learning process. Challenges, rewards, and point systems in gamification are used to encourage student engagement in learning activities (Sauri et al., 2025). Gamification elements such as leaderboards, scores, and time limits not only create a healthy competitive atmosphere but can also stimulate the emergence of students' intrinsic motivation, namely the drive to learn that comes from within students, where they are driven to achieve certain goals because they feel satisfaction and enjoyment in the learning process it self (Rismayantia, et al., 2023). This mechanism motivates students to achieve because the learning experience is challenging, satisfying, and provides a sense of recognition for their abilities. In educational psychology, this condition can be explained through the concept of Self-Determination Theory, which states that students will show high enthusiasm when their three psychological needs are met: autonomy, competence, and social connectedness (Deci & Ryan, 2000). Through Quizizz, students feel in control of their answers, receive immediate feedback, and engage in healthy competition with their classmates.

When examined by each indicator, the most striking results are seen in the interest and enjoyment indicator for Quizizz-based tests, where 98% of students ranked high, while the remainder fell into the moderate category. This indicates that students strongly feel that assessments using Quizizz are much more enjoyable and engaging than conventional methods. They are enthusiastic every time the teacher announces that the assessment will be conducted using Quizizz, even hoping that such activities will be conducted more often. These findings align with research by Wardana and Mustofa (2025) in the Journal of Research in Educational

Sciences, Language and Culture, which states that game elements such as scoring, leaderboards, and time limits in Quizizz can increase student engagement by fostering a healthy and enjoyable competitive atmosphere (Wardana & Musthofa, 2025). This positive emotional factor plays a significant role in fostering learning motivation and improving students' perceptions of evaluation activities.

Furthermore, regarding learning motivation and achievement motivation indicators, 90% of students were in the high category, while 10% were in the moderate category. This finding indicates that using Quizizz has a strong motivational drive because it combines elements of competition with intrinsic rewards through a points and ranking system. According to the Achievement Motivation theory proposed by McClelland (1987), individuals with a high achievement drive tend to respond positively to activities that provide challenges and opportunities to demonstrate abilities and receive recognition for their achievements (Ridho, 2020). In this context, Quizizz provides immediate feedback in the form of scores, rankings, and leaderboards, which serve as both symbolic recognition and a source of learning satisfaction for students. These findings align with research by Jong and Tacoh (2024) who examined the use of the Quizizz application in learning and its impact on the learning motivation of grade VIII A students at SMP Negeri 8 Salatiga. Through a combination of observation, interview, and documentation methods, the study shows that the use of Quizizz can increase students' learning motivation through the scores and rewards they feel while taking the quiz.

Meanwhile, indicators of focus and comfort during implementation showed the most varied results. Only 27% of students were in the high category, while 69% were in the medium category, and 4% were in the low category. This finding indicates that although students were enthusiastic, not all felt completely comfortable or focused during the assessment. Several factors, such as the perceived short response time, the leaderboard immediately displaying rankings, or nervousness due to peers' scores, appeared to affect student comfort. Ardiansyah (2022) stated that gamification elements such as leaderboards and limited time, although potentially motivating, can also trigger anxiety (test anxiety) in students. In the context of learning psychology, this relates to the concept of test anxiety (Spielberger, 1980), where time pressure and social comparison can trigger feelings of anxiety and reduce learning comfort (Auliani, 2010). Therefore, teachers need to adjust the timetable and explain the assessment system in advance so that students feel more mentally prepared.

Regarding the ease of use and technical support indicators, 80% of students were in the high category and 20% in the moderate category. These results indicate that, in general, students found Quizizz easy to use and received adequate technical support from their teachers. Teachers play a crucial role in providing clear instructions, ensuring the technical readiness of the device, and assisting with any issues that arise during the evaluation. Ease of navigation, an intuitive interface, and clear instructions from teachers contribute to students' confidence during the evaluation. The success of digital game-based learning like Quizizz is determined not only by the quality of the media but also by the teacher's ability to facilitate, support, and create a comfortable learning experience for students. Therefore, the role of teachers remains a key factor in creating a conducive and inclusive learning environment, even though evaluation media has transformed into digital.

Overall, the results of this study confirm that the use of Quizizz in summative assessment has great potential to increase student enthusiasm, motivation, and engagement. However, teachers still need to maintain a balance between competitive elements and student comfort, especially for those who still feel awkward with online assessment systems. The pedagogical implications of this study are that teachers can utilize Quizizz as an alternative assessment that not only measures cognitive knowledge but also fosters a fun learning experience, stimulates a spirit of achievement, and strengthens students' positive relationships with the assessment

process. With the support of careful planning and good mentoring, Quizizz can become a modern assessment instrument that is not only academically effective but also humanistic.

CONCLUSION

This study aims to analyze the level of student enthusiasm for the implementation of Quizizz-based summative evaluation at MTsN 2 Ponorogo. Digital-based evaluation such as Quizizz was chosen because it offers an interactive and fun learning atmosphere and is able to increase student motivation through gamification features and direct feedback. This study used a descriptive quantitative approach with a sample of 51 grade VIII students selected by purposive sampling. Data were collected through a Likert scale questionnaire covering four indicators of enthusiasm: interest and enjoyment, learning motivation and achievement drive, focus and comfort, and ease and technical support. The results showed that 69% of students had a high level of enthusiasm and 31% had a moderate level, with no low category. The interest and enjoyment indicators achieved the highest percentage (98%), indicating that students felt more engaged and enjoyed Quizizz-based tests compared to conventional methods. The learning motivation indicator was also high (90%), indicating that the competitive and reward elements in Quizizz can foster a spirit of achievement. In the focus and comfort indicators, most students felt quite comfortable despite the pressure of time and ranking. Meanwhile, ease of use and technical support were rated as good (80%), indicating the application is easy to use and teachers provide adequate assistance. Overall, the results of the study prove that Quizizz is effective in increasing student enthusiasm in summative assessments, as it is able to provide an interactive, competitive, and meaningful learning experience. These findings imply that teachers can utilize Quizizz not only as an evaluation tool, but also as a learning strategy to foster student motivation and active engagement in the teaching and learning process.

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