

Quizizz-Based Interactive Arabic Learning to Increase the Students' Instruction Interest in Islamic Junior High School at Brebes, Indonesia

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Abstract

This study aims to analyze the effectiveness of the use of Quizizz-based interactive Arabic learning as a medium to increase the students' instruction interest in Islamic junior high school (MTs) at Assalam Salem, Brebes, Indonesia. This study uses a quantitative approach with a one group pretest–posttest design on 34 students selected using purposive sampling techniques. Data was collected through pretest and posttest tests as well as student learning interest questionnaires. The most important result is the normality test showed that the data was not normally distributed ($p < 0.05$), so the analysis was continued with the Wilcoxon Signed Rank Test. Wilcoxon test data showed a value of $Z = -3.993$ with a significance of 0.000 ($p < 0.05$), which indicates a significant difference between the pretest and posttest results. Descriptively, the average score increased from 54.12 to 82.06, and 27 out of 34 students experienced an increase in scores, and the results of the questionnaire showed an increase in students' interest in learning. Thus, it can be concluded that the Quizizz media is effective to be used to increase the students' interest in Arabic learning for the junior high school level.

Keywords: Quizizz, Arabic Language, Media, Interactive Learning, Interest

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Introduction:

Arabic language learning is an important component of education as it functions both as a means of communication and as the language of Islam. Arabic is also regarded as an international language that students need to

master as a provision for various fields of life (Hilmy, 2024). Therefore, Arabic language learning deserves serious attention in educational practice. However, in classroom realities, Arabic is still often perceived as a difficult subject and tends to attract low student interest. Low learning interest results in minimal active student engagement in the learning process and weak motivation to understand language structures and vocabulary that differ from students' mother tongue (Valensi et al., 2025).

Learning interest is an affective aspect that plays a crucial role in determining learning success. Low learning interest causes students to lose focus, become passive, and merely participate formally without meaningful engagement. This is in line with the view of Amalia & Ruja (2025), who state that students' enthusiasm and learning motivation are strongly influenced by how the learning process is designed, particularly in creating interactive and engaging learning environments. In the context of language learning, learning interest becomes a critical factor because students are required to actively practice and interact using the target language. Therefore, enhancing students' learning interest is a fundamental need in Arabic language learning.

The rapid development of digital technology demands a paradigm shift from traditional learning approaches to more dynamic and student-centered learning. Teachers are no longer the sole sources of information but serve as facilitators who create engaging and contextual learning experiences. Interactive language learning has been proven to increase students' learning interest and engagement, as students not only memorize content but also understand the context of language use more comprehensively (Muthiah et al., 2025). In addition, the use of enjoyable learning methods (*fun and educative*) can enhance vocabulary mastery and students' self-confidence in communication (Madjid, 2023)

One form of learning innovation that is relevant to the characteristics of the digital generation is the use of gamification-based learning media. Gamified media are considered capable of transforming monotonous learning environments into more engaging and healthily competitive experiences. Porwitasari et al. (2025) explain that gamification

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in learning is a strategy that integrates game elements to encourage active participation and increase students' learning motivation. The use of creative and innovative digital media is therefore essential to address the persistent problem of low student motivation and learning interest in the digital era (Madjid & Muhajir, 2024).

One gamification-based learning medium that can be utilized in Arabic language learning is the Quizizz application. Quizizz is a digital quiz platform that provides attractive visual and audio displays, automatic scoring systems, leaderboards, and immediate feedback, allowing students to learn in a more enjoyable and less monotonous way (Salma et al., 2022). The use of the educational game media Quizizz positively influences students' learning motivation by making the learning process more interactive and engaging through the use of an educational game platform, which supports students' active participation and interest in learning (Agustina et al., 2024). Furthermore, the use of Quizizz is also able to increase student engagement through interactive quiz features and instant feedback (Jong et al., 2024). The competitive atmosphere created through game features has been proven to enhance students' enthusiasm and learning outcomes (Amany, 2020).

Based on the background description above, it can be understood that the low level of student interest in learning Arabic is a problem that needs serious attention. The lack of student involvement in the learning process and conventional teaching methods make Arabic language learning less appealing to students. Therefore, the researcher considers it important to examine the use of gamification-based learning media, particularly the Quizizz application, as an interactive learning tool that is expected to increase students' interest in learning Arabic. This study was conducted as an effort to determine the extent to which Quizizz can be an innovative solution in creating Arabic language learning that is more interesting, interactive, and in line with the characteristics of students in the digital era. With that, the author formulates several research problems as follows:

1. How to implement a Quizizz-based interactive Arabic learning among the students of Islamic Junior High School (MTs) *Assalam* Salem, Brebes, Indonesia?
2. Is the Quizizz-based interactive Arabic learning an effective media in increasing the student's interest in Arabic instruction at Islamic Junior High School (MTs) *Assalam* Salem?

Based on the above problems, the objectives of this study are as follows:

1. To know the implementation of the Quizizz-based interactive Arabic learning among the students of Islamic Junior High School (MTs) *Assalam* Salem, Brebes, Indonesia.
2. To analyze the effectiveness of Quizizz-based interactive Arabic learning in increasing the student's interest in Arabic instruction at Islamic Junior High School (MTs) *Assalam* Salem.

The Hypothesis in this study is formulated as follows:

H₀ (Null Hypothesis): There is no significant difference in the interest in learning Arabic among second-year students at Islamic Junior High School (MTs) *Assalam* Salem before and after using the Quizizz interactive exercise media.

H₁ (Alternative Hypothesis): There is a significant difference in the interest in learning Arabic among second-year students at Islamic Junior High School (MTs) *Assalam* Salem before and after using the Quizizz interactive exercise media.

Based on the form of the hypothesis, the research hypothesis proposed by the researcher is whether the use of Quizizz interactive learning media has a significant effect on increasing the interest in learning Arabic among second-year students at Islamic Junior High School (MTs) *Assalam* Salem.

The variables used in this study consist of independent variables (X) and dependent variables (Y). The independent variable (X) in this study is the use of the interactive learning medium Quizizz and the dependent

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variable (Y) is students' interest in learning Arabic. The indicators of variables in this study are as follows:

Indicators of Interest in Learning Arabic (Y):

1. Students' attention to Arabic learning
2. Students' interest in participating in Arabic learning
3. Students' active involvement in learning activities
4. Students' enthusiasm and motivation in doing Arabic exercises

Quizizz Interactive Learning Media Indicators (X):

1. Use of game-based interactive quizzes
2. Presentation of questions with attractive visual and audio displays
3. Provision of immediate feedback
4. The existence of competitive elements through scores and leaderboards.

Literature Review

Based on previous studies, research that discusses the use of digital game-based learning media, particularly Quizizz, in Arabic language learning has identified several relevant studies as follows:

1. A scientific article written by Mumtaz & Ammar (2022) entitled “*The Effect of Quizizz Game Media on Students’ Interest in Learning Arabic*”. This study examines the effect of using Quizizz media on students’ interest in learning Arabic. The results indicate that the use of Quizizz media has a significant effect on students’ interest in learning Arabic at SMA Muhammadiyah 3 Tulangan. The similarity between this study and the present research lies in the use of Quizizz as a learning medium in Arabic language instruction. The difference, however, is found in the research focus, as Mumtaz & Ammar emphasize learning interest, whereas the present study examines different learning aspects in accordance with its research objectives.

2. A scientific article written by Muthiah et al. (2025) entitled “*The Integration of Quizizz Media in the RICORSE Learning Model*”. This study investigates the effect of integrating Quizizz with the RICORSE learning model on students’ learning interest and critical thinking skills. The findings show a significant difference in learning outcomes between the experimental and control groups. The similarity between this study and the present research is the use of Quizizz as a learning medium in Arabic language instruction. The difference lies in the learning model employed, as this study integrates Quizizz with the RICORSE model, while the present study does not apply a specific learning model.
3. A scientific article written by Rahma & Machmudah (2024) entitled “*The Effectiveness of Quizizz Media in Teaching Maharah Qira’ah*”. This study examines the effectiveness of using Quizizz in improving students’ reading skills (maharah qira’ah). The results show that learning through Quizizz is highly effective in enhancing students’ Arabic reading skills. The similarity between this study and the present research is the use of Quizizz in Arabic language learning. The difference lies in the research focus, as Rahma & Machmudah concentrate on reading skills, whereas the present study investigates different learning aspects.
4. A scientific article written by Sisworo & Sari (2025) entitled “*An Analysis of Digital Game-Based Learning Media on Students’ Interest in Learning Arabic*”. This study examines the effect of digital game-based learning media on students’ interest in learning Arabic. The results indicate that digital game-based learning media significantly increase students’ learning interest. The similarity between this study and the present research is the use of digital game-based learning media in Arabic language instruction. The difference lies in the type of media examined, as this study discusses digital

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game-based learning media in general, whereas the present research specifically focuses on Quizizz.

5. A scientific article written by Afaria et al. (2022) entitled “*The Effect of Digital Game-Based Learning Media on Students’ Interest in Learning Arabic*”. This study investigates the use of digital game-based learning media such as Quizizz and Kahoot! in improving students’ interest in learning Arabic. The findings conclude that digital game-based learning media have a significant effect on students’ interest in learning Arabic. The similarity between this study and the present research is the use of digital game-based learning media in Arabic language learning. The difference lies in the number of media used, as Afaria et al. employ more than one type of digital game-based learning media, whereas the present study focuses solely on Quizizz.

Methodology

This study uses a quantitative approach with a simple experimental (pre-experimental) design in the form of one group pretest–posttest. This design was used to determine the effectiveness of the use of Quizizz as an interactive exercise medium on students' interest in learning Arabic by comparing the conditions before and after the treatment was given to the same group. The research was carried out on second grade students of Islamic Junior High School (MTs) *Assalam* Salem with a sample of 34 students.

The determination of samples was carried out using the purposive sampling technique, which is the selection of samples based on certain considerations that are relevant to the purpose of the research. These considerations include uniformity at the grade level, active involvement of students in Arabic language learning, and the availability of supporting facilities for the use of digital-based learning media. Thus, the selected

sample is expected to be able to optimally represent the characteristics of the research subject.

Data collection is carried out through two types of instruments, namely tests and questionnaires. Tests are used to measure student learning outcomes in the form of pretest and posttest. The pretest is given before the implementation of Quizizz to find out the initial ability of the students, while the posttest is given after learning using Quizizz to find out the changes in student learning outcomes. The test questions are arranged according to the Arabic material that has been taught and adjusted to the competencies to be achieved.

The second instrument is in the form of a student learning interest questionnaire which is compiled using the Likert scale with four alternative answers, namely strongly agree, agree, disagree, and strongly disagree. This questionnaire is used to measure students' interest in learning after participating in Arabic learning using Quizizz. Before use, the questionnaire is first tested for validity and reliability. The results of the validity test showed that most of the statement items were declared feasible, while the three items that did not meet the validity criteria were not used in the advanced analysis.

The data obtained were analyzed using descriptive and inferential statistics with the help of SPSS software. The normality test is carried out as a prerequisite for the analysis and shows that the data is not distributed normally. Therefore, hypothesis testing is carried out using the Wilcoxon Signed Rank Test to find out the difference between pretest and posttest scores. Meanwhile, the data of the learning interest questionnaire was analyzed based on the Likert scale score to see the tendency to increase students' interest in learning after the use of Quizizz as an interactive exercise medium.

Findings & Discussion

As explained in the methodology section, this study aimed to determine the effectiveness of Quizizz as an interactive practice medium in improving students' interest in learning Arabic among Grade II students of Islamic

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Junior High School (MTs) *Assalam* Salem. The data were collected through pretest–posttest scores and a learning interest questionnaire. Prior to analysis, the instruments were tested for validity and reliability to ensure that they were appropriate as research measurement tools.

Descriptive Statistics of Pretest and Posttest

To obtain an initial overview of students' learning interest before and after the implementation of Quizizz, the researcher analyzed pretest and posttest data descriptively. The results indicate an increase in the mean score from pretest to posttest, showing a positive improvement after using Quizizz as an interactive practice medium.

Table 1. Paired Samples Statistics (Pretest–Posttest)

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	54.1176	34	28.08188	4.81600
	Posttest	82.0588	34	22.26281	3.81804

Table 1 explains that the mean pretest score is lower than the mean posttest score, indicating that students' learning interest improved after the implementation of Quizizz in Arabic learning activities.

Normality Test

Before hypothesis testing, pretest and posttest data were tested for normality. The results show that the distribution does not fully meet normality assumptions; therefore, the hypothesis testing was continued using a non-parametric test.

Table 2. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk Statistic	df	Sig.
	Statistic	df	Sig.			
Pretest	0.126	34	0.189	0.908	34	0.007
Posttest	0.260	34	0.000	0.790	34	0.000

Based on the Table 2, the significance values indicate that the data are not consistently normally distributed (especially when referring to the Shapiro–Wilk test). Therefore, the researcher used the Wilcoxon Signed Rank Test for hypothesis testing.

Wilcoxon Signed Rank Test

The Wilcoxon Signed Rank Test was used to determine whether there was a significant difference between pretest and posttest scores after the implementation of Quizizz.

Table 3. Wilcoxon Signed Rank Test (Posttest – Pretest)

Test Statistics ^a	
	Posttest - Pretest
Z	-3.993 ^b
Asymp. Sig. (2-tailed)	0.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

If the significance value is $p < 0.05$, it indicates a statistically significant difference between pretest and posttest scores. Thus, Quizizz can be concluded as effective in improving students' learning interest in Arabic.

Learning Interest Questionnaire Results

In addition to the test scores, students' learning interest was measured using a questionnaire consisting of four indicators: interest, attention, involvement, and enjoyment. The questionnaire reliability test (Cronbach's Alpha) indicates that the instrument is reliable, and item validity testing confirms that the statements are valid.

Table 4. Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.732	0.847	17

Table 4 shows that the research instrument has acceptable to good reliability. The Cronbach's Alpha of 0.732 indicates that the 17 items are consistently measuring the same construct and meet the minimum reliability standard (>0.70). The standardized Cronbach's Alpha of 0.847 further suggests strong internal consistency when item variances are standardized, confirming the questionnaire is reliable for data analysis. Meanwhile, the result of the student' Arabic learning interest based on the questionnaire can be shown in the table below:

Table 5. Students' Arabic Learning Interest Questionnaire Results

Learning Interest Indicator	Percentage (%)	Category
Interest	85,8	Very good
Attention	83,6	Very good
Involvement	84,6	Very good
Feeling of Happiness	87,9	Very good
Average	85,5	Very good

Table 5 above mentions that the students' learning interest after using Quizizz is categorized as very good, with enjoyment typically showing the highest score, indicating that Quizizz creates a more engaging and enjoyable learning atmosphere.

Interactive Practice Media as Pedagogical Transformation in Arabic Learning

The findings of this study show that interactive practice media function not merely as technical tools but as instruments of pedagogical transformation. They shift learning from a teacher-centered orientation to a student-centered environment by encouraging active participation. Through interactive exercises, students are required to process information quickly, respond accurately, and remain engaged throughout the learning session. This active engagement supports better cognitive retention of Arabic learning materials compared to conventional approaches where students tend to be passive.

In the context of Islamic Junior High School (MTs) *Assalam* Salem, interactive practices using Quizizz served as a strong stimulus that encouraged students to participate and take learning tasks seriously. This aligns with active learning principles where students learn more effectively when they are directly involved in the learning process. In addition, interactive activities may reduce language anxiety among beginner learners by creating a less threatening atmosphere, allowing students to make mistakes without excessive pressure.

The Effectiveness of Quizizz: Gamification and Memory Reinforcement

Quizizz was found to be effective due to its gamification elements such as points, time challenges, instant feedback, and leaderboards. These features create a competitive yet enjoyable learning atmosphere that helps maintain students' focus, especially in learning Arabic, which is often perceived as difficult. The instant feedback feature strengthens memory reinforcement

by allowing students to immediately recognize and correct errors, which supports continuous learning and conceptual understanding.

Learning Interest Dynamics in the Digital Era

The improvement in learning interest reflected through the questionnaire indicators—interest, attention, involvement, and enjoyment—suggests that Quizizz matches students' characteristics as digital natives. When students experience Arabic learning as enjoyable and interactive, their perception shifts from “Arabic is difficult” to “Arabic is achievable and engaging.” This positive perception is essential because learning interest is a strong mediator that influences long-term learning outcomes. Furthermore, the leaderboard-based competition may initially stimulate extrinsic motivation (wanting to score higher), but repeated positive experiences can gradually develop intrinsic motivation where students enjoy the learning process itself. This supports the broader educational perspective that technology can serve as a learning partner rather than a distraction when designed pedagogically.

Conclusion

This research successfully answered the purpose of determining the effectiveness of Quizizz as an interactive training medium in increasing the interest in learning Arabic for grade II students of Islamic Junior High School (MTs) *Assalam Salem*. The results of the questionnaire showed that the average interest score was in the high category with adequate instrument reliability, while the increase in pretest–posttest scores reflected changes in students' learning behavior who became more active and diligent after the use of Quizizz, thus reinforcing that this platform not only serves as an evaluation tool, but is also effective in fostering interest in learning in the expansion of Islamic Junior High School (MTs) in the early grade. Practically, Quizizz deserves to be integrated regularly in comprehension exercises, text comprehension, and reinforcement of Arabic materials, especially in madrasas that are transitioning to technology-based learning. In the future, similar research can be developed with experimental designs

involving control groups, longer duration of interventions, and covering a wider range of Islamic schools (madrasas), as well as examining the integration of Quizizz with other digital platforms and the role of individual student characteristics as factors that moderate the influence of gamification on Arabic learning interests.

Scope For Future Studies

This research opens up opportunities for further research to develop a more comprehensive and sustainable model of Arabic language learning based on interactive practice media. The findings of this study are expected to form the basis for developing a pedagogical framework that systematically integrates Quizizz and similar digital platforms into the Arabic language curriculum, both at the madrasah level and higher education levels. Future studies can also utilize this research to design technology-based learning systems that are more adaptive, personalized, and oriented to student needs, including the development of interactive exercises based on artificial intelligence and integration across digital platforms. Thus, this research not only provides an empirical contribution but also encourages the birth of innovations in Arabic language learning that are relevant to the challenges of education in the digital era and the needs of today's generation of learners.

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Conflict of Interests

The authors declare no competing interests, such as financial or personal relationships, in the writing of this article.

Authors' Contribution

The author is responsible for: preparing the research design, preparing and testing the feasibility of the instruments, collecting data, analyzing data using SPSS, interpreting the research results, and writing and revising the article manuscript to its final version.

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