

THE ROLE OF GAMIFIED E-QUIZIZZ IN SHAPING A POSITIVE LEARNING ATMOSPHERE

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Education

By:
Meliarosa Viranica Fatchurrohimi
NIM 21120069

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2025**

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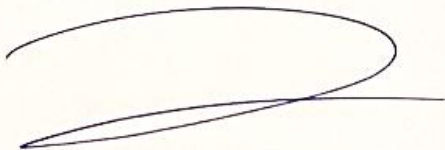
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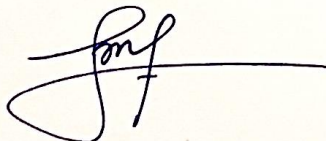
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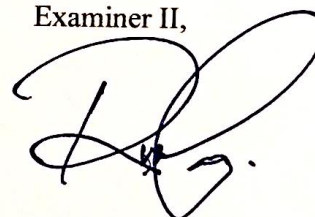
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This thesis is dedicated to everyone who believed in me, even when I struggled to believe in myself.

May every word written here be a blessing, and every hardship behind it become a light for those who read it.

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

The Role of Gamified E-Quizizz in Shaping a Positive Learning Atmosphere

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

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ABSTRACT

Fatchurrohman, Meliarosa. V. (2025). The Role Of Gamified E-Quizizz In Shaping A Positive Learning Atmosphere. Skripsi. English Education Department. Faculty of Languages and Arts Education. IKIP PGRI Bojonegoro.
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Keywords: Gamification, Quizizz, Positive Learning Atmosphere, Student Engagement, Motivation.

This qualitative case study investigates the role of gamified e-Quizizz in fostering a positive learning atmosphere among English language learners. Conducted at SMAN 1 Cepu, Blora, Central Java, the research explored students' experiences and classroom interactions when utilizing Quizizz as a learning tool. Data were collected through in-depth interviews with five students, questionnaires administered to 15 students, and documentation of student performance. Thematic analysis was employed to interpret the collected data, focusing on students' motivation, engagement, emotional responses, and collaborative efforts. The findings reveal that students perceive Quizizz as an enjoyable, motivating, and empowering learning experience, rather than merely an assessment tool. The platform's gamified features, including leaderboards, points, levels, timers, and immediate feedback, significantly boost student engagement and intrinsic motivation. Students reported increased confidence, reduced anxiety, and a greater willingness to participate actively, even those who are typically shy. The study also highlights Quizizz's substantial contribution to creating a positive classroom environment, characterized by increased interactivity, collaboration, and emotional support. Students felt more comfortable making mistakes and were encouraged to learn from them, fostering a growth mindset. These results demonstrate how Quizizz effectively addresses autonomy, competence, and relatedness. Furthermore, the findings support Krashen's Affective Filter Hypothesis, indicating that a less stressful and more enjoyable learning environment enhances language input processing and retention. In conclusion, the strategic integration of gamified tools like Quizizz can transform traditional learning settings into dynamic, student-centered spaces that promote not only academic achievement but also crucial social and emotional development.

ABSTRAK

Fatchurrohman, Meliarosa. V. (2025). Peran Gamified E-Quizizz Dalam Membentuk Suasana Belajar Yang Positif. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Pendidikan Bahasa dan Seni. IKIP PGRI Bojonegoro. Pembimbing (I) Ima Isnaini Taufiqur Rohmah Pembimbing (II) Ayu Fitriyaningsih

Kata Kunci: Gamifikasi, Kuis, Suasana Belajar Positif, Keterlibatan Siswa, Motivasi.

Studi kasus kualitatif ini menyelidiki peran e-Quizizz yang di-gamifikasi dalam menumbuhkan suasana belajar yang positif di kalangan pelajar bahasa Inggris. Dilakukan di SMAN 1 Cepu, Blora, Jawa Tengah, penelitian ini mengeksplorasi pengalaman siswa dan interaksi kelas ketika menggunakan Quizizz sebagai alat pembelajaran. Data dikumpulkan melalui wawancara mendalam dengan lima siswa, kuesioner yang diberikan kepada 15 siswa, dan dokumentasi kinerja siswa. Analisis tematik digunakan untuk menginterpretasikan data yang terkumpul, dengan fokus pada motivasi, keterlibatan, respon emosional, dan upaya kolaboratif siswa. Temuan menunjukkan bahwa siswa menganggap Quizizz sebagai pengalaman belajar yang menyenangkan, memotivasi, dan memberdayakan, bukan hanya sebagai alat penilaian. Fitur-fitur gamifikasi platform, termasuk papan peringkat, poin, level, pengatur waktu, dan umpan balik langsung, secara signifikan meningkatkan keterlibatan siswa dan motivasi intrinsik. Para siswa melaporkan adanya peningkatan kepercayaan diri, berkurangnya kecemasan, dan kemauan yang lebih besar untuk berpartisipasi secara aktif, bahkan bagi mereka yang biasanya pemalu. Studi ini juga menyoroti kontribusi besar Quizizz dalam menciptakan lingkungan kelas yang positif, yang ditandai dengan peningkatan interaktivitas, kolaborasi, dan dukungan emosional. Siswa merasa lebih nyaman melakukan kesalahan dan terdorong untuk belajar dari kesalahan tersebut, sehingga menumbuhkan pola pikir yang berkembang. Hasil ini menunjukkan bagaimana Quizizz secara efektif menangani otonomi, kompetensi, dan keterkaitan. Selain itu, temuan ini mendukung Hipotesis Filter Afektif Krashen, yang menunjukkan bahwa lingkungan belajar yang tidak terlalu menegangkan dan lebih menyenangkan akan meningkatkan pemrosesan dan penyimpanan input bahasa. Kesimpulannya, integrasi strategis dari alat gamifikasi seperti Quizizz dapat mengubah lingkungan belajar tradisional menjadi ruang belajar yang dinamis dan berpusat pada siswa yang tidak hanya mendorong pencapaian akademis, tetapi juga perkembangan sosial dan emosional yang penting.

PREFACE

This skripsi, titled "The Role of Gamified E-Quizizz in Shaping a Positive Learning Atmosphere," is presented in partial fulfillment of the requirements for the degree of Sarjana in English Education at IKIP PGRI Bojonegoro. This research delves into the evolving landscape of modern education, where technology plays an increasingly pivotal role in shaping learning experiences.

The primary motivation for this study stems from the observed shift in student engagement and motivation in traditional classroom settings. With the rapid advancement of digital tools, educators are continually seeking innovative methods to create more dynamic and interactive learning environments. Gamification, specifically through platforms like Quizizz, has emerged as a promising approach to address these challenges by integrating game-like elements into educational tasks.

This thesis aims to contribute to the existing body of literature by providing a qualitative exploration of students' experiences and perceptions of using gamified e-Quizizz. While quantitative studies have highlighted the benefits of gamification in terms of engagement and academic outcomes, there remains a significant gap in understanding the nuanced individual experiences and the emotional and social dimensions of the learning atmosphere when such tools are employed. By focusing on the qualitative aspects, this research seeks to offer practical insights for educators and policymakers on how to effectively leverage gamified platforms to cultivate a truly positive and supportive learning environment.

The study is structured into five main chapters: Chapter I provides the introduction, outlining the background, research problems, objectives, and significance of the study. Chapter II presents a comprehensive literature review and the conceptual framework. Chapter III details the research methodology, including the design, participants, data collection, and analysis techniques. Chapter IV presents and discusses the research findings, offering an in-depth analysis of students' experiences and the impact of Quizizz on the learning atmosphere. Finally, Chapter V concludes the study and provides suggestions for future research and practical applications.

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CHAPTER I

INTRODUCTION

A. Background of Study

Technology's incorporation into education has transformed the way knowledge is taught and learned, becoming a defining feature of modern learning settings (Haleem et al., 2022). Teachers are finding it more and more difficult to modify their teaching strategies to accommodate students' changing requirements as digital tools and resources become more widely available. This change is especially important given how quickly technology is developing and how it has changed how people access, process, and use information. In this regard, gamification has become an effective method that uses aspects of game design to improve learning outcomes, motivation, and engagement in educational environments.

Gamification is based on the idea that adding game-like features to educational tasks can boost intrinsic motivation and create a sense of accomplishment in learners (Pham, 2023). Educators can craft engaging and interactive learning experiences that capture students' interest and promote active involvement by employing mechanics like points, badges, leaderboards, and challenges (Smiderle et al., 2020). The shift from passive to active learning is especially important at a time when students frequently

face distractions from numerous digital sources, necessitating that educators discover effective methods to engage their students.

Student involvement in the educational process cannot be emphasized enough. Studies have repeatedly indicated that engaged students tend to attain improved academic results, display greater motivation, and cultivate a more profound comprehension of the subject matter (Fasco et al., 2024). Conventional teaching strategies, which typically depend on memorization and passive engagement, may not effectively engage the interest of modern students. Consequently, teachers are progressively adopting creative approaches, like gamification, to develop more engaging and interactive educational settings.

Among the different gamified tools accessible, Quizizz has risen to prominence as a powerful platform that illustrates the effective use of gamification principles in educational settings. Quizizz enables teachers to design engaging quizzes that integrate competitive aspects, instant feedback, and teamwork features, thus improving the complete learning experience for learners (Sung & Hwang, 2013). The platform's layout promotes collaboration and interaction among peers, both of which are vital elements of a nurturing educational setting. By cultivating a sense of belonging among students, Quizizz not only improves personal achievement but also encourages social learning, allowing learners to gain insights from each other and strengthen their critical thinking abilities.

Although there is an expanding collection of studies that emphasize the quantitative advantages of gamification—like heightened student involvement, better academic outcomes, and improved knowledge retention—there remains a significant lack of qualitative research examining students' individual experiences and views of the learning atmosphere when using gamified tools such as Quizizz (Wulan et al., 2024). Grasping how students view Quizizz as a promoter of a positive learning atmosphere is essential for educators aiming to improve their teaching methods and enrich the overall learning experience.

The qualitative aspects of students' interactions with gamified platforms can offer important insights into the psychological and emotional elements that enhance their engagement and motivation (Smiderle et al., 2020). For example, the importance of competition, the effect of prompt feedback, and the value of social interaction in influencing students' perspectives on learning are crucial aspects that deserve more investigation. By exploring these elements, teachers can gain a clearer insight into how gamified tools affect students' views of their learning environment and their overall educational experience.

In addition, the cultivation of key skills like collaboration, communication, and problem-solving is increasingly acknowledged as crucial for achievement in the 21st century. These abilities are essential not only for educational success but also for managing the challenges of today's job market. Gamified platforms such as Quizizz offer students chances to

participate in collaborative learning activities, allowing them to cooperate in solving problems, exchange ideas, and learn from each other. This collaborative element is vital for fostering critical thinking and problem-solving abilities, which are necessary for achievement in both academic and practical environments.

The importance of this research is in its ability to fill the current gap in the literature by exploring students' views on Quizizz as a means to cultivate a positive learning atmosphere. Utilizing qualitative research methods, this study aims to clarify how Quizizz influences students' engagement, motivation, and satisfaction in their educational experiences. Through examining the subtle aspects of students' engagement with this gamified platform, this study aims to offer practical insights for educators and policymakers, thereby aiding the improvement of teaching methods in the digital era (Zainuddin et al., 2019).

Furthermore, the results of this research will enhance the current body of literature on gamification in education while also providing actionable suggestions for utilizing technology to develop more interactive and efficient learning settings. As educational organizations persist in addressing the challenges and prospects brought by digital transformation, comprehending the impact of gamified tools such as Quizizz in creating a constructive learning environment will be crucial for promoting student achievement and equipping learners for the intricacies of today's world. English skills teaching strategies need to be tailored to each skill in order to

achieve the desired results (Nurdianingsih, 2021). This research seeks to emphasize the significance of student voice in education by concentrating on the qualitative experiences of students, ensuring that teaching methods are tailored to meet the needs and preferences of contemporary learners.

B. Research Problems

1. How are students' experiences in the learning journey using Quizizz?
2. How does gamified e-Quizizz create a positive learning atmosphere?

C. Objectives of the Study

This research aims to:

1. To investigate the experiences that students have while utilizing Quizizz in their learning journey.
2. To analyze how the use of gamified e-Quizizz contributes to creating a positive learning atmosphere in educational settings.

D. The Significance of Studies

1. Theoretical Significance: This research contributes to the growing body of literature on gamification by offering insights into how Quizizz fosters a positive learning atmosphere.

2. **Practical Significance:** The results provide teachers with useful recommendations for integrating gamified tools such as Quizizz into their lesson plans to boost student motivation and involvement.
3. **Pedagogical Significance:** The research highlights the ways gamification can enhance the teaching and learning experience by promoting a collaborative and student-focused learning atmosphere.

E. Definition of Key Terminologies

1. Quizizz

Quizizz is an educational app based on games that can serve as a medium for assessing learning (Citra & Rosy, 2020). Quizizz serves as an example of a digital resource that is integrated into EFL teaching for examination. The platform is assessed for its capacity to foster interaction, improve educational outcomes, and provide immediate feedback in the area of English language teaching. It particularly aids in teaching vocabulary, grammar, and comprehension, enhancing the learning experience for students, and providing teachers with essential insights into student development.

In addition to being a digital-based evaluation tool, Quizizz also provides a fun and competitive learning experience that can increase student engagement in English language learning. This platform

supports differentiated learning as teachers can tailor quiz content based on students' ability levels.

Furthermore, gamification features such as real-time scores and rankings in Quizizz play a role in building students' enthusiasm. This contributes to improved focus and concentration during learning. According to Bicen & Kocakoyun (2018), students show greater interest and feel more motivated when participating in interactive quiz-based learning activities because they feel actively engaged rather than passive. This indicates that Quizizz is not only an evaluative tool but can also be utilized as an effective instructional strategy in EFL teaching.

2. Gamification

Gamification involves utilizing game design features, like leaderboards, badges, and points, to motivate, teach, or change behaviors in settings outside of games. Through the incorporation of these game elements, gamification seeks to shape participant actions aimed at attaining mastery, independence, and a feeling of purpose (Sanmugam et al., 2015). This method takes advantage of the natural motivations linked to gaming to develop captivating experiences that promote active involvement and continued engagement.

Gamification also supports learning outcomes by encouraging students' emotional and social engagement in learning. Through features such as challenges, levels, and reward systems,

students can experience personal progress and compete healthily with their peers. According to Zainuddin et al. (2020), the implementation of gamification in education can increase student interaction and help develop critical and collaborative thinking skills.

Additionally, game elements integrated into the learning process can have a long-term effect in enhancing learning persistence. Students are not only motivated by grades but also by meaningful learning experiences. As explained by Domínguez et al. (2013), the integration of gamification increases user engagement and encourages them to be more consistent in completing learning tasks, including in online learning environments. Thus, gamification plays a crucial role in fostering proactive and sustainable learning attitudes.

The use of gamification has demonstrated an increase in engagement, better skill acquisition, and greater success among students. By leveraging the competitive and enjoyable elements of games, educators can create a more vibrant learning atmosphere that encourages students to interact more profoundly with the content. Consequently, gamification improves the educational experience while fostering a culture of ongoing enhancement and success, which ultimately leads to improved learning results.

3. Gamified e-Quizizz

"Gamified e-Quizizz" denotes interactive evaluations developed with the Quizizz platform, featuring gaming components like leaderboards, badges, points, and real-time feedback (Pham, 2023). These elements aim to boost students' motivation and involvement by converting conventional assessments into engaging and fun tasks. Leaderboards promote competition, encouraging students to enhance their performance, while badges and points act as reward systems that acknowledge accomplishments and milestones. Immediate feedback offers real-time insights into quiz performance, aiding students in recognizing their strengths and weaknesses, thereby improving their learning strategies and overall motivation.

Gamified e-Quizizz not only combines assessment and entertainment, but also fosters students' independent learning skills. With real-time feedback features, students can immediately see their answers and evaluate their weaknesses. This aligns with the findings of Surendeleg et al. (2014), who stated that the use of gamified quiz systems strengthens self-directed learning and enhances students' self-efficacy because they can directly assess their progress.

Moreover, the gamified e-Quizizz promotes collaborative learning by enabling students to join teams or compete with each other, nurturing a sense of community and encouraging social interaction. Studies show that gamification can enhance

involvement and boost educational outcomes (Hamari & Sarsa, 2014). By turning assessments into fun experiences, gamified e-Quizizz engages students and promotes a positive learning atmosphere. In the end, this method fosters a vibrant and engaging educational setting that meets the demands of contemporary students, equipping them for success in a world that is becoming more complex and competitive. learning atmosphere

4. Learning Atmosphere

The learning atmosphere includes the complete emotional and social setting that learners encounter during their learning journey (Susilawati & Riyanti, 2011). An encouraging learning atmosphere is defined by teamwork, inspiration, and lower stress levels, all of which are crucial for promoting effective learning. When students experience support and engagement in their learning atmosphere, they tend to engage actively, embrace challenges in their education, and gain a more profound comprehension of the subject matter.

According to recent research, the learning environment comprises the psychological, social, cultural and physical setting in which learning occurs and has an influence on student motivation and success (Goegan et al., 2022). An encouraging learning

atmosphere is defined by teamwork, inspiration, and lower stress levels, all of which are crucial for promoting effective learning.

A positive learning environment is created when there is participatory teaching and learning and when there is trust and rapport among students and between teachers and students (Human Kinetics, 2024). When students experience support and engagement in their learning atmosphere, they tend to engage actively, embrace challenges in their education, and gain a more profound comprehension of the subject matter.

Rudolf Moos and Edison Trickett (1974), pioneers in classroom environment research, developed the Classroom Environment Scale (CES) which identifies that classroom environment can be measured across three dimensions: relationships, personal growth, and classroom maintenance. Their work focuses on the measurement and description of teacher-student and student-student relationships, and on the type of organizational structure of the classroom.

Fraser (1983) emphasized the importance of students' perceptions in defining learning environments, arguing that student perceptions of actual and preferred classroom learning environment are critical indicators of educational effectiveness.

Based on established research frameworks, particularly Moos and Trickett's Classroom Environment Scale and contemporary studies, the following indicators characterize a positive learning atmosphere. Psychological safety forms the foundation of modern learning environments, where students feel comfortable asking questions, making mistakes, and taking risks in order to learn something new (Fraser, 2010). This involves creating freedom from fear of judgment or ridicule while embracing acceptance of diverse learning styles and paces, allowing each learner to progress according to their individual needs and capabilities.

Digital integration has become essential in 21st-century learning atmospheres, encompassing the effective use of technology to enhance learning experiences. This includes fostering digital literacy development among students and promoting online collaboration and communication skills that prepare learners for contemporary academic and professional environments (Rusticus et al., 2023). The seamless incorporation of digital tools creates engaging, interactive learning opportunities that extend beyond traditional classroom boundaries.

Cultural responsiveness represents another vital contemporary indicator, emphasizing respect for diverse backgrounds and perspectives within the learning community. This

involves implementing inclusive teaching practices that value all students' cultural identities and incorporating multicultural learning content and approaches that reflect the global nature of modern education (Rusticus et al., 2023). Such practices ensure that all learners feel valued and represented in their educational experience.

Finally, emotional well-being has gained recognition as a crucial component of positive learning atmospheres, involving the implementation of stress reduction strategies in learning environments. This includes providing mindfulness and emotional regulation support to help students manage academic pressures while maintaining recognition of students' emotional needs as integral to their academic success. These contemporary indicators collectively create learning environments that are not only academically rigorous but also emotionally supportive and culturally inclusive.

Establishing a supportive learning atmosphere requires nurturing solid connections among students as well as between students and teachers. This can be accomplished by engaging in cooperative activities, maintaining open dialogue, and prioritizing the creation of a community feeling within the classroom. When students are linked to their classmates and teachers, they tend to be more motivated and less stressed, resulting in improved academic success and greater overall well-being. In the end, a supportive

educational environment is essential for fostering a passion for learning and motivating students to achieve their maximum potential.