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THE IMPLEMENTATION OF PROBLEM-BASED LEARNING ASSISTED BY QUIZIZZ TO IMPROVE STUDENTS' LEARNING INTEREST AND LEARNING OUTCOMES

Rendy Ardana[1], Sukisno[2], Agus Salim[3]
[1]Universitas PGRI Ronggalawe, Tuban, Indonesia, rendyardana402@gmail.com
[2]Universitas PGRI Ronggalawe, Tuban, Indonesia, sukisno@unirow.ac.id,
[3]SMP Negeri 4 Tuban, Tuban, Indonesia, mudimuda341@gmail.com

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ABSTRACT

Pancasila and Citizenship Education learning in Class IX-G at SMP Negeri 4 Tuban was not optimal. Students were passive, interaction was teacher-dominated, and the Archipelago Insight topic was delivered monotonously with limited use of interactive digital media. Only 68.8% of 32 students achieved the minimum mastery criterion, with a class average of 78.4, indicating low learning outcomes and interest. Therefore, this study aimed to improve students' learning interest and learning outcomes through Problem-Based Learning (PBL) assisted by Quizizz on the topic of Archipelago Insight. Classroom action research was conducted in two cycles with 32 ninth-grade students. Data were collected through observation, tests, and documentation, and analyzed using quantitative and qualitative descriptive techniques. Results showed improved attitude scores from 61.4 in the pre-cycle to 82.1 in Cycle I and 88.6 in Cycle II. The proportion of students in the Good and Very Good categories rose from 31.3% to 78.1% and 84.4%. Classical mastery increased from 68.8% to 87.5% and reached 100%, with average learning outcomes rising from 78.4 to 86.2 and 88.56 (N-Gain = 0.47). The implementation of PBL assisted by Quizizz effectively improved students' learning interest and learning outcomes on Archipelago Insight, suggesting its use as an alternative model for contextual topics when supported by effective time management and clear group role distribution.

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Corresponding Author:
Rendy Ardana
Universitas PGRI Ronggalawe, Tuban, Indonesia, rendyardana402@gmail.com

INTRODUCTION

Pancasila and Citizenship Education plays an important role in developing students' civic knowledge, responsibility, discipline, and active participation in civic and national life. Pancasila and civic education learning should not be limited to the acquisition of conceptual knowledge. It should also provide students with opportunities to analyze social issues, communicate their ideas, collaborate with others, and formulate solutions based on democratic and Pancasila values. This learning orientation is particularly relevant to the topic of Archipelagic Insight (Wawasan Nusantara), which requires students to understand the

principles of national unity, territorial integrity, diversity, and the preservation of the Unitary State of the Republic of Indonesia. Because the topic is closely related to social and civic issues, students need learning experiences that connect concepts with situations that they can applying in their daily lives.

In practice, however, the implementation of Pancasila and civic education learning does not always reflect these expectations. Initial observations conducted in Class IX-G at SMP Negeri 4 Tuban showed that students tended to be passive, classroom interaction was still dominated by the teacher, and opportunities for students to express their opinions were limited. The topic of Archipelagic Insight was also perceived as less engaging when delivered primarily through conventional lecture-based instruction. In addition, the use of interactive digital learning media had not been optimized. These conditions were also reflected in the pre-cycle learning outcomes. Of the 32 students, 22 students, or 68.8%, achieved a score of at least 80, while 10 students did not reach this level. The class average was 78.4. These findings indicate the need for instructional improvements that can simultaneously strengthen student participation, learning interest, and learning outcomes.

The use of student-centered learning models and interactive digital media has received increasing attention in previous educational research. Problem-Based Learning (PBL) emphasizes learning through authentic problems and encourages students to identify problems, explore information, discuss possible explanations, and develop solutions. Previous research has reported the use of PBL as an approach to improve students' learning interest, particularly by involving students actively in contextual problem-solving activities (Pratama, 2021)
Research has also examined the implementation of PBL assisted by Quizizz in learning contexts such as IPAS, indicating that the combination of problem-based learning and interactive digital assessment has become a relevant area of pedagogical development (Nirwana et al., 2024)
In examined the use of Quizizz as an educational game medium to support students' learning interest and achievement. These studies demonstrate the potential of both PBL and interactive digital media to support more active learning. Recent studies have also extended the use of interactive learning approaches in different subject contexts (Haris et al., 2025). for example investigated game-based learning to improve students' learning interest in Pancasila and civic education, while (Astuti, 2026) examined PBL supported by animated video media to improve learning outcomes. Research on interactive media has also continued to develop through the use of platforms such as Wayground and other digital learning applications (Habsari et al., 2025) Taken together, these studies indicate a growing body of research concerning active learning models and technology-supported instruction. Nevertheless, the existing studies listed in this article predominantly examine different subjects, learning topics, instructional media, or combinations of learning models and digital platforms.

The research gap addressed in this study lies in the limited contextual evidence concerning the integration of PBL and Quizizz specifically in Pancasila and civic education learning on the topic of Archipelagic Insight at the junior secondary school level (Haris et al., 2025). The previous studies cited above have addressed PBL, Quizizz, game-based learning, or other interactive media, but they do not specifically examine how the integration of PBL and Quizizz can be implemented through iterative classroom action research to address passivity, limited discussion participation, and learning difficulties in the Archipelagic Insight topic. This gap is important because Archipelagic Insight requires students not only to recall concepts but also to analyze social problems related to unity, diversity, and national integrity. Therefore, a learning approach should provide both problem-solving experiences and immediate opportunities for students to receive feedback on their understanding.

The novelty of this study lies in the integration of Problem-Based Learning and Quizizz as complementary components of Pancasila and civic education instruction on Archipelagic Insight. PBL is used as the primary learning model to organize students' learning around contextual problems, group discussion, information exploration, and solution formulation.

Quizizz is integrated as an interactive assessment and feedback medium to reinforce students' engagement and provide immediate responses to their answers(Irawan et al., 2025). The combination is implemented through a classroom action research design consisting of a pre-cycle, Cycle I, and Cycle II, allowing the learning process to be improved continuously based on findings from each cycle. In particular, the study does not only examine changes in cognitive learning outcomes but also observes changes in students' attitudes, participation, and learning interest throughout the intervention. This integrated approach provides contextual evidence of how PBL and interactive digital assessment can be used together in Pancasila and civic education learning.

Based on the identified classroom problem, previous research, research gap, and proposed novelty, this study aims to improve students' learning interest and learning outcomes through the implementation of Problem-Based Learning assisted by Quizizz on the topic of Archipelagic Insight in Class IX-G at SMP Negeri 4 Tuban. More specifically, the study investigates: (1) how the implementation of Problem-Based Learning assisted by Quizizz influences students' learning interest and participation, and (2) how the implementation of the approach improves students' learning outcomes in Archipelagic Insight. The study is expected to provide practical evidence for Pancasila and civic education teachers concerning the use of problem-based learning combined with interactive digital media to create more participatory and contextual learning experiences.

METHOD

Classroom Action Research (CAR) was used as the research method. The study was conducted at SMP Negeri 4 Tuban during the independent Field Experience Practice activities. The research subjects were 32 students in Class IX-G. The research consisted of three stages: the pre-cycle, Cycle I, and Cycle II. Based on the reflection findings and the achievement of the success indicators, the action was terminated in Cycle II. The design of the classroom action research can be seen in the following cycle diagram.

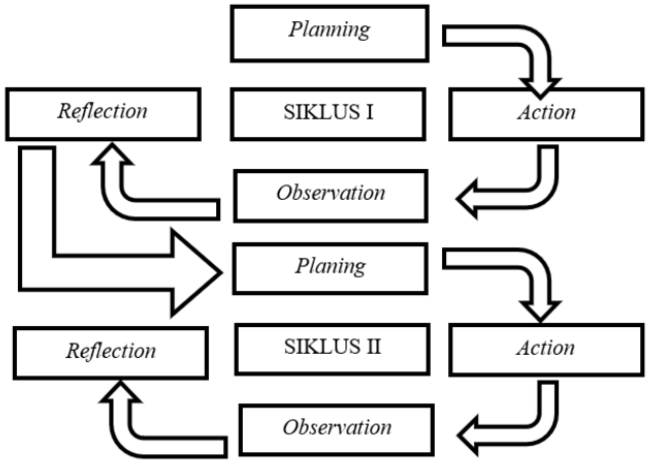


Figure 1. Classroom Action Research Cycle

The model proposed by Kurt Lewin served as the basic framework for implementing the CAR. Kurt Lewin emphasized that action research is conducted within a continuous cycle, visualized as a series of steps that form a spiral. The core concept of Kurt Lewin's research model consists of four components: a) planning, b) acting, c) observing, and d) reflecting. (Saskia et al., 2025) Each cycle therefore comprised four stages: planning, action, observation, and reflection. During the planning stage, the researcher prepared PBL-based learning materials, case study materials, Quizizz media, observation sheets, and evaluation instruments. The action stage was implemented through problem-based learning activities(Widyati, 2008) An observer monitored the learning process and student development. The observation results

were subsequently used as the basis for reflection and for determining improvements in the following cycle.

Quantitative data analysis was conducted using the formula for the percentage of mastery:

$$P = \frac{F}{N} x100\%$$

Explanation:
P = the percentage of mastery
F = the number of students who achieved the Minimum Mastery Criterion
is the total number of students
(Rizqa Nadhifah & Hendra Pratama, 2024)

Research data were collected through observation, questionnaires, quizzes, and documentation. Observation was used to identify developments in students' attitudes. Questionnaires were used to determine learning interest. Quizzes were used to measure students' cognitive learning outcomes. Documentation served as supporting data in the form of activity photographs, attendance lists, students' work, and learning documents. Data processing employed quantitative and qualitative descriptive techniques. Quantitative analysis was conducted by calculating mean scores and the percentage of students meeting the Minimum Mastery Criterion. Qualitative analysis was derived from observations and field notes to identify changes in activities, attitudes, engagement, and constraints during learning.

The success indicators in this study were improvements in students' learning interest and learning outcomes. The study was considered complete when the intervention demonstrated improvement in learning outcomes and attitudes in accordance with the targets established in the research.

RESULTS AND DISCUSSION

The implementation of Problem-Based Learning assisted by Quizizz produced positive changes. These changes were evident in cognitive learning outcomes, attitudes, and student participation during the learning process. In Cycle I, active student involvement in solving case studies began to emerge, which was associated with increased learning motivation compared with conventional methods (Sandi et al., 2024).

A. Pre-Cycle Discussion

The initial condition of Pancasila and civic education learning in Class IX-G at SMP Negeri 4 Tuban was not yet optimal. Classroom observations indicated that students tended to be passive, classroom interactions remained predominantly teacher-centered, and opportunities for students to express their opinions were limited. An effective learning process is determined not only by the teacher’s delivery of material, but also by the extent to which students are actively engaged and interested in what they are learning. Student activity and interest are two interconnected, essential aspects that determine the success of learning.(Astuti & Fadly, 2025). The monotonous use of lecture-based instruction made the Archipelagic Insight topic less engaging, while the use of interactive digital learning media had not yet been fully optimized. Similar conditions have also been identified in conventional learning environments where appropriate instructional models have not been effectively implemented, resulting in relatively low student learning outcomes (Alwinda & Wiguna, 2022).

During the pre-cycle stage, the learning process continued to reflect strong teacher dominance. Students tended to remain passive and were not yet accustomed to engaging in discussions or problem-solving activities. The pre-test results showed a class mean score of 78.4. Of the 32 students, 22 achieved the minimum score of 80, while 10 students did not meet this threshold. The classical learning mastery rate was 68.8%. This condition indicates that a

considerable proportion of students still experienced difficulties in understanding the essence of the Archipelagic Insight topic. To break through this cognitive stagnation, a pedagogical intervention is required in the form of an updated instructional model. Through collaborative discussions with fellow teachers, the researcher decided to implement the Problem-Based Learning (PBL) model as a means of intervention.(Kurniawan et al., 2026).

Therefore, more structured instructional improvements were required through the successive stages of the classroom action research cycles (Atika Alwinda & Satria Wiguna, 2022). Subsequently, in Cycle I, the effectiveness of the PBL model was assessed through observations of student activities and cognitive evaluations to identify obstacles affecting group participation (Dianasari et al., 2025).

B. Cycle I Discussion

The action in Cycle I used the PBL model combined with Quizizz interactive media. The teacher presented a video depicting interethnic conflict as a problem stimulus. Students then worked in groups to analyze the problem and formulate alternative solutions. After the discussion and presentation activities, students completed an evaluation using Quizizz (Rahim & Rahman, 2022).

Following the presentation of the video, students worked collaboratively in groups to identify the main issues presented, analyze the possible causes and consequences of interethnic conflict, and formulate alternative solutions based on the principles of Pancasila and Archipelagic Insight. During the discussion, students were expected to exchange ideas, consider different perspectives, and develop arguments to support their proposed solutions. Each group subsequently presented its findings, allowing students to communicate their reasoning and learn from the perspectives of their classmates (Febriyani Tue1, 2022). The learning process concluded with an evaluation using Quizizz, which provided an interactive means of assessing students' understanding of the material. The integration of contextual problems, collaborative learning, presentations, and digital assessment was intended to create a more engaging learning environment while supporting the development of students' cognitive and affective competencies.

The results of Cycle I showed an improvement in learning achievement. The class average increased from 78.4 to 86.2. The number of students who achieved a minimum score of 80 increased from 22 to 28, resulting in an increase in classical mastery from 68.8% to 87.5%. Although improvement occurred, observations indicated that four students had not yet achieved learning mastery because of difficulties in managing the time allocated for group discussion.

Positive development was also observed in the affective domain. The average student attitude score increased from 61.4 in the pre-cycle stage to 82.1 at the end of Cycle I. Meanwhile, the percentage of students who reached the Good and Very Good categories increased from 31.3% to 78.1%. This improvement reflected changes in students' discipline, responsibility, collaboration, and self-confidence.

Despite these improvements, reflection on Cycle I identified several aspects of the learning process that required further attention. First, participation in group discussions was not yet evenly distributed among all students. Some students remained less active, while others contributed more substantially to the analysis and completion of group tasks. Second, the distribution of responsibilities within groups was not sufficiently balanced, which limited opportunities for some students to take an active role in the learning process. Third, the allocation of time for discussion and presentation needed to be managed more effectively so that students could complete their analysis without reducing the quality of their reasoning. These challenges also affected the opportunity to conduct a comprehensive reflection at the end of the lesson. Accordingly, the results of Cycle I demonstrated meaningful progress but also highlighted the need for improvements in the organization and implementation of the learning activities (Masyitoh, 2020).

The findings from Cycle I therefore served as the basis for refining the instructional strategy in Cycle II. The planned improvements included assigning clearer responsibilities to group members, providing more focused guidance during discussions, offering additional support to students who had not achieved learning mastery, and managing instructional time more efficiently. The teacher also needed to encourage broader participation by ensuring that each student had an opportunity to contribute ideas and take responsibility for the group's work. These adjustments were intended to address the weaknesses identified during the first cycle while maintaining the strengths of the PBL model and the interactive features of Quizizz. Thus, Cycle I represented an important stage in the classroom action research process because it demonstrated initial improvements in learning achievement and student attitudes while providing specific evidence for improving subsequent instruction.

C. Cycle II Discussion

The implementation of Cycle II focused on improving the weaknesses identified during Cycle I, particularly in discussion time management, the distribution of responsibilities within groups, and the participation of students who continued to experience learning difficulties. Although Cycle I had demonstrated improvements in cognitive achievement and student attitudes, observations revealed that some students remained passive during group discussions, responsibilities were not distributed evenly, and the available instructional time was not managed optimally. These challenges limited opportunities for all students to participate meaningfully and affected the implementation of the reflection activity at the end of the lesson. Therefore, Cycle II was designed as an improvement of the previous learning process, with an emphasis on structured collaboration, more intensive teacher guidance, and the development of students' responsibility and learning awareness (Shakti et al., 2026).

In addition to improving group organization, the teacher provided more focused assistance to students who had not achieved learning mastery or continued to experience difficulties in understanding the material. During the discussion, the teacher moved between groups to provide explanations, guiding questions, and scaffolding that helped students identify the central issues, analyze the causes and consequences of social conflict, and formulate appropriate solutions based on Pancasila and the principles of Archipelagic Insight. This support was particularly important for students who needed additional guidance to connect the concepts being studied with contextual problems. Rather than immediately providing answers, the teacher guided students through the problem-solving process so that they could develop their understanding and reasoning more independently (Apriyanti et al., 2024). These improvements were intended to make the PBL process more inclusive and ensure that students with different levels of initial understanding received appropriate learning support In addition, the teacher provided more focused assistance to students experiencing learning difficulties and implemented a class agreement (contract of behavior) and reflection journals to strengthen discipline and learning awareness (Haris et al., 2025).

At the beginning of Cycle II, improvements focused on discussion time management and optimizing the group leader's role to ensure equitable participation among all members. The teacher also provided additional guidance in the form of a group task-allocation rubric so that each member had a specific role in solving problems.

Although Cycle I had produced improvement, several constraints remained. Some students were not yet active in discussions. The distribution of tasks within groups was not yet equitable. Learning time management was not optimal, so the reflection activity could not be implemented fully. These findings became the basis for improvements in Cycle II.

In Cycle II, the researcher implemented a series of action improvements. These included a more structured distribution of roles for every group member as coordinator, secretary/recorder, information researcher, result presenter, and respondent. The teacher also intensified guidance for students who continued to experience difficulties in understanding the

material. The evaluation at the end of this cycle showed a strong achievement, with the class average increasing to 96.8 and classical mastery reaching 96.9%.

The use of Quizizz was also refined during Cycle II to strengthen its function as both an evaluation medium and a source of learning feedback. The questions were organized progressively, beginning with conceptual understanding and continuing toward the analysis of contextual cases. This sequence allowed students to establish their understanding of the fundamental concepts before applying them to more complex problems related to national unity, diversity, and civic life. After the quiz, the teacher discussed the answers and explained the reasoning behind the correct responses. Consequently, Quizizz was not used merely to generate scores or create competition among students, but also to identify misunderstandings and reinforce essential learning concepts (Rulismi et al., 2024). The provision of feedback helped students understand the reasons behind their answers and recognize aspects of the material that required further attention. In combination with structured group discussions, this approach was intended to support more meaningful learning and improve students' ability to apply the concepts of Archipelagic Insight to real-life situations. Statistically, the increased effectiveness of learning through structured collaboration was reported to reduce failure rates and accelerate the achievement of classical mastery indicators (Rahim & Rahman, 2022).

Cycle II data showed that all students had achieved learning mastery. The classical mastery percentage increased progressively from 68.8% in the pre-cycle to 87.5% in Cycle I and finally reached 100% in Cycle II. In the affective domain, the average student attitude score increased from 61.4 at the initial stage to 82.1 in Cycle I and reached 88.6 in Cycle II. The proportion of students classified as Good and Very Good also increased from 31.3% to 78.1% and then to 84.4%.

Table 1. Research Guidelines

Aspect	Guideline
Minimum Mastery Criterion	75
Test Instrument	20-30 pre-test items (multiple-choice and/or essay) based on the Archipelagic Insight content blueprint.
Success Indicators	(a) Classical mastery ≥ 80%; (b) learning activity in the active category ≥ 75%; (c) learning interest in the high category.
Mean Formula	$x^{-} = \frac{\sum xi}{n}$
Classical Mastery Formula	$PK = \frac{\sum students\ pass}{\sum number\ of\ students} \times 100\%$

Table 2. Research Results Development

Indicator	Pre-Cycle	Cycle I	Cycle II
Average attitude score	61.4	82.1	88.6
Good + Very Good category	31.3%	78.1%	84.4%
Average learning outcome	78.4	86.2	96.8
Learning mastery	68.8%	87.5%	100%

The achievement at the end of Cycle II demonstrated substantial progress. The average cognitive score of students was recorded at 88.56, representing an increase of approximately 2.36 points compared with the previous cycle. Individually, all students experienced an increase in scores, with final scores ranging from 80 to 98 and individual gains ranging from 2 to 8 points. Students with lower initial abilities also demonstrated encouraging progress, as seen in student BC, whose score increased from 75 to 83, and student AB, whose score increased from 75 to 82. Classical learning mastery rose from 87.5% to 100%, indicating that all 32 students had exceeded the minimum mastery criterion threshold of 80. In addition, in the affective domain, the average student attitude score reached 88.6, with 84.4% of students attaining the Good and Very Good categories.

These findings indicate that the implementation of PBL combined with Quizizz had a positive effect on the quality of learning. The model enabled students to explore the material through problems relevant to their everyday life contexts. Discussion and presentation activities functioned as opportunities to strengthen social interaction among students. Meanwhile, the use of Quizizz created a more interactive and engaging assessment environment. One important finding of this study was the significance of reflection in each cycle. The constraints identified in Cycle I were not merely recorded as findings but were processed into input for formulating improvement actions in Cycle II. Various improvements were made, including more explicit task distribution, more focused guidance, the implementation of behavior contracts, and the use of reflection journals. These measures contributed to a more structured and effective learning environment (Irwansyah & Izzati, 2021).

Furthermore, the findings of this study confirm the strength of PBL as a student-centered learning model. In practice, students were actively involved in a series of higher-order thinking processes, beginning with problem identification, exchanging ideas through discussion, reviewing various sources of information, and formulating alternative solutions. This learning pattern reflects constructivist principles that form the theoretical basis of this study. Improvement in the affective domain also indicates that Pancasila and civic education learning through PBL contributed meaningfully to students' character development. Students demonstrated increases in active participation, confidence in expressing opinions, collaborative ability, and responsibility for group tasks. Thus, the implementation of PBL assisted by Quizizz affected not only cognitive achievement but also the simultaneous development of affective aspects (Melvi Khoerun Nisa et al., 2025).

The improvement achieved in Cycle II confirms that the various interventions implemented successfully addressed the constraints identified in the previous cycle. More intensive guidance, clearer group role assignments, improved Quizizz question quality, and more effective discussion time management collectively helped students understand and analyze problems more effectively. Students also demonstrated increased participation in discussions and a greater ability to justify the answers they selected. Since all success indicators had been achieved, the study was concluded in Cycle II.

In conclusion, Cycle II demonstrated that the improvements made in response to the reflection on Cycle I were accompanied by better learning outcomes and more positive student attitudes. The structured distribution of group roles, more focused teacher guidance, improved use of Quizizz, class behavioral agreements, and reflection journals addressed several of the challenges identified during the initial cycle. The achievement of 100% classical learning mastery in the detailed cognitive analysis also indicated that the predetermined mastery target had been reached. Therefore, the results supported the conclusion that implementing Problem-Based Learning assisted by Quizizz was an effective instructional approach for improving the learning process in PPKn, particularly in the Archipelagic Insight material, among students in class IX-G at SMP Negeri 4 Tuban.

D. Cross-Cycle Discussion and N-Gain Analysis

Overall, the implementation of PBL assisted by Quizizz showed a consistent upward trend from the pre-cycle to Cycle II, as summarized in the following table.

Table 3. Development of Research Results from the Pre-Cycle to Cycle II

Indicator	Pre-Cycle	Cycle I	Cycle II
Average learning outcome	78.4	86.2	88.56
Classical mastery	68.8%	87.5%	100%
Average attitude score	61.4	82.1	88.6
Good + Very Good category	31.3%	78.1%	84.4%

The increase in classical mastery from 68.8% in the pre-cycle to 87.5% in Cycle I and 100% in Cycle II is consistent with findings from previous classroom action research studies that implemented active learning models. For example, reported an increase in learning mastery from 21.87% to 87.5% through the implementation of the Think-Pair-Share (TPS) cooperative learning model. Similarly, (Alwinda & Wiguna, 2022)reported improvements in learning outcomes through the Bamboo Dancing model, with mastery increasing from 27% to 100%, and through a cooperative learning model, with mastery increasing from 48.57% to 94.29%. These findings demonstrate a similar pattern of improvement across different active learning approaches. The consistency of these results suggests that learning models that actively involve students in the learning process can contribute to improved learning outcomes when implemented systematically through classroom action cycles. In the present study, the continuous increase in classical mastery across the pre-cycle, Cycle I, and Cycle II indicates that the improvement was sustained throughout the intervention rather than representing a temporary fluctuation in student performance. The achievement of 100% classical mastery in Cycle II further indicates that all students met the established learning mastery criteria by the end of the intervention. This finding highlights the importance of implementing, evaluating, and refining instructional strategies across successive cycles to address learning difficulties and support the achievement of learning objectives (Loyens et al., 2023).

E. Discussion of Learning Interest and Attitudes

The improvement in learning interest was reflected in changes in students' attitudes and engagement during learning. In the pre-cycle, students tended to be passive and less enthusiastic. After the implementation of PBL, students demonstrated higher participation in solving case studies, engaging in discussions, and presenting their work. This finding is consistent with a study concluding that PBL is consistently effective in increasing learning interest because contextual problem-based learning enables students to engage actively in the learning process and demonstrate greater curiosity and persistence (Sandi & Astuti, 2026).

The contribution of Quizizz media cannot be overlooked. Its interactive features, immediate feedback on responses, and gamification elements created a more enjoyable assessment environment, encouraging students to become more interested in participating in learning, (Bangalangi et al., 2025). The use of interactive quiz media was reported to have a significant effect on both students' learning interest and learning outcomes. Increased learning interest represents an important pathway through which learning outcomes improve: students who are interested in learning tend to be more focused, persistent, and active, allowing them to develop a deeper understanding of Archipelagic Insight. The improvement in attitudes also indicates that Pancasila and civic education learning through PBL contributed to students' character development. Students became more disciplined, more responsible for group tasks, more collaborative, and more confident in expressing their opinions, (Amanda et al., 2025).

CONCLUSION

The implementation of the Problem-Based Learning model using Quizizz media can improve the learning interest and learning outcomes of Class IX-G students at SMPN 4 Tuban in the Archipelagic Insight topic. The improvement in learning interest is reflected in the gradual increase in the average student attitude score, from 61.4 in the pre-cycle to 82.1 in Cycle I and 88.6 in Cycle II.

The proportion of students reaching the Good and Very Good categories increased from 31.3% to 78.1% and then to 84.4%. Cognitive learning achievement also showed a significant increase, with classical mastery rising from 68.8% in the pre-cycle to 87.5% in Cycle I and ultimately reaching 100% in Cycle II.

Teachers are encouraged to consider PBL assisted by interactive media as an alternative approach in Pancasila and civic education learning, particularly for contextual topics. The use

of digital media should be balanced with effective time management, clear group role distribution, and guidance adapted to students' characteristics and needs.

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