

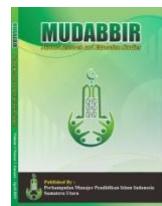


# JURNAL MUDABBIR

## (Journal Research and Education Studies)

Volume 5 Nomor 2 Tahun 2025

<http://jurnal.permependis-sumut.org/index.php/mudabbir>



ISSN: 2774-8391

## Comparison of the Effectiveness of Quizizz and Quizlet in Evaluating Social Studies Learning in Junior High Schools

**Zinadine Zidan Majid<sup>1</sup>, Muhammad Brilian Setyaditama<sup>2</sup>, Wahyunengsih**

<sup>1, 2, 3</sup> Faculty of Tarbiyah and Teacher Training,  
State Islamic University Syarif Hidayatullah Jakarta

E-mail: [zinadine.zidan24@mhs.uinjkt.ac.id](mailto:zinadine.zidan24@mhs.uinjkt.ac.id)<sup>1</sup>, [muhammad.brilian24@mhs.uinjkt.ac.id](mailto:muhammad.brilian24@mhs.uinjkt.ac.id)<sup>2</sup>,  
[wahyu.nengsih@uinjkt.ac.id](mailto:wahyu.nengsih@uinjkt.ac.id)<sup>3</sup>

### ABSTRACT

This study explores the comparative effectiveness of Quizizz and Quizlet in evaluating social studies learning among junior high school students. Using responses from four educators who assessed both platforms across 15 indicators each, the results reveal that both tools are highly effective in enhancing the learning process. Quizizz slightly outperformed Quizlet in average score, suggesting a marginal preference likely influenced by its interactive design and real-time feedback. Meanwhile, Quizlet showed strong utility in supporting independent learning through its flashcard-based format. Despite the small sample size, the findings indicate that both digital platforms are well-suited to support classroom assessment strategies and foster student engagement. The close performance of both tools highlights their complementary value, providing educators with flexible options to enhance the assessment experience. Further exploration is encouraged to validate these outcomes across broader contexts.

**Keywords:** *Digital Education Tools, Learning Evaluation, Quizizz, Quizlet, Social Studies Classroom.*

### INTRODUCTION

In the contemporary educational landscape, the integration of digital technology has become a pivotal element in enhancing teaching and learning processes. The advent of various educational platforms has revolutionized traditional pedagogical approaches, offering innovative means to engage students and assess their learning outcomes effectively. Among these platforms, Quizizz and Quizlet have emerged as prominent tools utilized by educators to facilitate interactive learning experiences, particularly in the context of social studies education at the junior high school level. (Hastiana, Y. & Hidayat, 2023). Quizlet can be accessed through various devices,

making it easier for students to learn at any time and from anywhere, thereby encouraging continuous learning outside the classroom.

Quizizz is an interactive learning platform that enables educators to create gamified quizzes, providing students with immediate feedback and fostering a competitive yet collaborative learning environment. Its user-friendly interface and real-time assessment capabilities have made it a popular choice among teachers, aiming to enhance student engagement and motivation. Diyana and Sari (2023) investigated the impact of Quizlet on students' performance in economics subjects, revealing a positive correlation between the platform's utilization and improved academic achievement. Furthermore, Diana et al. (2024) explored the transformation of moral education through Game-Based Learning supported by Quizlet, demonstrating its potential to enhance students' engagement and comprehension in religious studies.

The digital platforms Quizizz and Quizlet allow teachers to create interactive quizzes, encouraging student engagement through a game-based format. The platform supports a variety of question types and provides real-time feedback, which helps in assessing student understanding (Hanani dkk., 2024).

The integration of digital platforms into educational environments is in line with a broader pedagogical shift towards incorporating technology to foster active learning and critical thinking skills. Islami (2023) examined the impact of Digital Game-Based Learning (DGBL) on students' motivation and learning outcomes in social studies. He concluded that the integration of interactive digital tools such as Quizizz and Quizlet can significantly improve students' academic performance and enthusiasm for learning. Similarly, Rafika (2021) highlighted the positive impact of educational games on students' motivation and achievement in social studies and suggested adopting such platforms to enrich the learning experience. Ayana and Sari (2023) investigated the impact of Quizlet on students' performance in economics and revealed a positive correlation between platform utilization and improved student academic achievement.

It is undeniable that the increasingly sophisticated and rapid development of technology has penetrated the world of education. Teachers, as educators, are required to be able to operate various types of learning media. Over time, learning media has also changed from conventional to digital. In the context of the 21st century, digital learning media has been in the spotlight since the pandemic began, one of which is the

Quizizz application. Various levels of education, from elementary to college, make digital media an alternative to traditional media for learning. Adiningsih and Sulur (2024) investigated the effectiveness of the Blooket game in science education, finding that its implementation led to increased student engagement and improved learning outcomes.

The development and implementation of educational applications tailored to specific curricular objectives further illustrate the growing emphasis on technology-enhanced learning. Pane et al. (2025) detailed the design of an educational quiz application using Android Studio for junior high school students, highlighting its potential to facilitate interactive learning and assessment. Similarly, Amanda et al. (2024) discussed the development of IPAS learning media based on Wordwall, aiming to improve students' learning outcomes through engaging and interactive content delivery.

Despite the growing body of research supporting the use of digital platforms like Quizizz and Quizlet in various educational contexts, a need remains for comparative studies that specifically focus on their effectiveness in evaluating social studies learning among junior high school students. Understanding the relative strengths and limitations of these tools can inform educators' decisions in selecting appropriate technologies to enhance student learning and assessment. This study aims to address this gap by comparing the effectiveness of Quizizz and Quizlet in evaluating social studies learning in junior high schools, providing insights into their impact on student engagement, motivation, and academic achievement.

## METHOD

Research on the Comparative Effectiveness of Quizizz and Quizlet in Evaluating Social Studies Learning in Junior High Schools uses a special design method to collect and analyze data (Khulud, 2023). Qualitative design provides flexibility to understand pedagogical realities contextually through narrative data and natural interactions between researchers, subjects, and teaching materials. This model was chosen to capture the dynamics of using visual-based media in social studies learning in real classes.

Participants in this study were junior high school social studies teachers who used digital learning platforms. This non-probability sampling technique is suitable for research that aims to gather insights from individuals who are considered to have specific knowledge or experience related to the research subject (Assingkily, 2021; Wajdi et al., 2024). Participants were selected based on their experience in using Quizizz and Quizlet in the classroom.

The main instrument in this study was document analysis, and a structured questionnaire as its support consisting of 30 statements, divided into 15 statements related to Quizizz and 15 statements related to Quizlet. The questionnaire used a 5-point Likert scale, with a value of 1 (strongly disagree) to 5 (strongly agree). (Darmawan et al., 2024). The statements were designed to assess various aspects of platform effectiveness, including engagement, feedback quality, ease of use, alignment with learning objectives, and support for independent learning.

In this descriptive qualitative approach, the data collection process begins with identifying and selecting relevant documents for analysis and collecting data from trusted sources, such as books, journals, and other credible sources. The data collected are documents published no more than 5 years ago because of the Recency of Information. The latest documents usually contain more relevant information and are in accordance with current conditions. The second is Accuracy and Relevance. Old documents may contain outdated data or policies. By limiting the age of the document, researchers can avoid outdated or misleading information.

The purpose of this study was to determine how effective Quizizz and Quizlet are in assessing Social Studies (IPS) learning in junior high schools (SMP). A descriptive qualitative approach and document analysis were used. This method was chosen because it is able to study the content and structure of digital-based evaluation instruments thoroughly without directly involving the research subjects. To determine the extent to which both platforms support significant learning evaluation, this study focuses on the analysis of digital learning artifacts.

## FINDINGS AND DISCUSSION

Overall, this study provides strong evidence that integrating technology such as Quizizz into classroom learning can result in significant improvements in student

understanding and engagement in social studies (Desi et al. 2024). The study findings suggest that integrating educational games such as Quizizz can be an effective strategy to increase student engagement and academic achievement (Agustina et al., 2023).

The table below presents a summary of the comparison of the total and average scores for Quizizz and Quizlet given by four respondents.

Table 1. Summary of the Comparison of the Total and Average Score for Quizizz and Quizlet

Respondent	Quizizz Total	Quizizz Average	Quizlet Total	Quizlet Average
1	60	4.00	59	3.93
2	75	5.00	75	5.00
3	60	4.00	60	4.00
4	60	4.00	60	4.00
<b>Overall</b>	<b>255</b>	<b>4.25</b>	<b>254</b>	<b>4.23</b>

The slight edge in favor of Quizizz is evident in the overall total scores: 255 for Quizizz and 254 for Quizlet. While this one-point difference does not reflect statistical significance, it does suggest that Quizizz is slightly more engaging or easier to use.

Table 2. Platform Effectiveness Comparison

Platform	Total Score	Average Score	Interpretation
Quizizz	255	4.25	Slightly higher effectiveness
Quizlet	254	4.23	Highly effective

The comparative table affirms the mutual effectiveness of both tools in social studies learning. Teachers regarded both platforms as beneficial in engaging students and evaluating their comprehension.

The results of the study indicate that the use of digital learning models, such as this, can improve student understanding and engagement in class. Students showed increased participation in class discussions and knowledge of the relationships between concepts. Teachers stated that learning using digital platform media helped them create more active learning and was able to improve student understanding. Both platforms were highly rated for evaluating learning outcomes in social studies. Teachers noted the efficiency of the platforms in monitoring performance, providing instant feedback, and motivating students.

The study's results showed that the use of digital platforms, such as Quizizz, which offers fun and interactive assessments, helps students understand concepts and become more engaged in social studies learning. Based on the RPP document and the results of the tasks described, teachers felt helped in broadcasting students in real-time,

and students showed improvement in answering comprehension-based questions. Additionally, Quizizz was considered more suitable for online and blended learning because it provides direct feedback and score visualisations that encourage students to continue learning.

These results align with the theory of social constructivism (Vygotsky), which emphasises that experience and interaction are crucial for the development of understanding. Students can actively learn and improve their knowledge using resources like Quizlet and Quizizz. Due to its competitive and game-based nature, Quizizz can increase information retention and learning appeal in social studies learning, according to a study by Susanti and Aman (2024). In addition, Wiyanarti and Agustini (2024) found that Quizizz's leaderboard and time-based feedback features increased students' interest in taking the exam. In the context of social studies learning, where the relationship between concepts is significant, gamification features make the evaluation process more dynamic and focused.

One of the key distinguishing features of Quizizz is its gamified structure. Through the use of competitive quizzes, leaderboards, and real-time scoring, Quizizz has embedded game-like elements that make learning more engaging. This format appears to resonate well with students, especially those in the junior high school age group, who are often responsive to interactive and visually stimulating learning environments.

Quizlet offers numerous benefits for math and memorisation-based learning, but it is not well-suited for evaluating social studies learning. This finding aligns with research conducted by Putri and Zuhri (2023), which suggests that Quizlet is more effective for teaching students basic vocabulary and concepts but less effective for teaching them deeper conceptual reasoning. In addition, the Quizlet Live feature is not ideal for use in a social classroom environment because it requires direct interaction between students. Because it supports various types of questions and integrates responsive multimedia, Quizizz is considered better for class engagement and context evaluation.

By looking at the results and comparison of supporting theories, Quizizz is more suitable for evaluating social studies learning in junior high schools than Quizlet. The primary advantage of Quizizz is its ability to combine formative assessment with motivational elements through gamification, audio, and visualisation visualization. Although Quizlet remains useful for helping people understand concepts through flashcards and repetitive games, it is still ineffective for in-depth evaluation because its content is limited to memorisation. These results emphasise that social studies teachers must select evaluation media that are appropriate to the material and student's learning styles, thereby optimising learning outcomes.



## CONCLUSION

In conclusion, this study has demonstrated that both Quizizz and Quizlet are highly effective digital platforms for evaluating social studies learning in junior high schools. The results, based on teacher perceptions, revealed consistently high ratings across a range of assessment criteria, including engagement, ease of use, feedback quality, and overall instructional value. Quizizz showed a slight advantage in average effectiveness scores, which may be attributed to its gamified interface and real-time feedback features that enhance classroom interaction and motivation. On the other hand, Quizlet was equally valued for its support of self-paced, independent learning and its robust flashcard-based structure, which is particularly useful for content review and memorization. Teachers can benefit from integrating both tools strategically, depending on the learning objectives and classroom context. The study also highlighted the consistency in teacher responses, indicating a strong reliability in the perceived effectiveness of these platforms. Overall, the integration of Quizizz and Quizlet represents a significant advancement in the use of technology to enhance assessment and learning in the modern classroom.

## REFERENCES

Adi, M. S. (2024). Effectiveness of the Quizizz Application in Improving Students' Reading Comprehension at SMP Darul Falah. *International Journal of English Education and Linguistics*.

Arifin, Hastiana, Y., Hidayat, S., & Rohmah, S. (2023). The Implementation of the Quizizz Platform as an Evaluation Medium for Teachers and Students in High School Education in Muara Enim District. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*.

Assingkily, M. S. (2021). *Metode Penelitian Pendidikan: Panduan Menulis Artikel Ilmiah*. Yogyakarta: K-Media.

Hanani, M. D. A., Muffidah Sari, R. A., & Ambarwati, S. (2024). Implementation of quizziz as an english language learning assessment tool. *Teaching English as Foreign Language, Literature and Linguistics*, 4(2), 70-74.

Fatimah, S. (2024). Pengaruh Penggunaan Aplikasi Quizizz Terhadap Hasil Belajar Pendidikan Agama Islam dan Budi Pekerti di Kelas VII SMP Negeri 3 Bahorok. *Mutiara, Bau Bau/Mutiara*, 2(5), 206-215.

Fatwa, N., & Daulay, E. (n.d.). *The Effectiveness of Using Quizizz as a Tool in Developing Student's Reading Comprehension*.

Kamil, N., & Hayati, K. (2023). The Existence of the Quizizz Application as the 21st Century Digital Learning Media. *Edulab : Majalah Ilmiah Laboratorium Pendidikan*.

Kartini, A., & Sriyanto, S. (2023). The Effect of the Quizizz Game on Increasing Motivation and Social Studies Learning Outcomes at the Junior High School Level. *Scaffolding : Jurnal Pendidikan Islam Dan Multikulturalisme*, 5(3), 246-262.

Khulud, H. (2023). Efektivitas Penggunaan Aplikasi Quizizz sebagai Media Evaluasi Hasil Belajar Siswa. *Tsaqofah*, 4(2), 804-816.

Octorina, A. (n.d.). *Implementasi Aplikasi Quizizz Untuk Meningkatkan Kehadiran Dan Hasil Belajar IPS*.

Paula Allodya Damai Sihite, & Intan Hamzah. (2025). THE EFFECTIVENESS OF QUIZIZZ MEDIA TO IMPROVE STUDENT'S READING SKILLS IN NARRATIVE TEXT FOR ELEVENTH GRADE. *Jurnal Sosial Humaniora Dan Pendidikan*, 4(2), 10-19.

Putri, V. F., & Zuhri, F. (2023). The Implementation of Quizlet in Teaching English Vocabulary to Elementary School Students. *International Journal of Social Science and Education Research*, 5(3), 250-259.

Susanti, D., Aman, A., Miftahuddin, M., & Fikri, A. (2024). Enhancing Students' Understanding of Social Studies through Online Learning Media: A Study Using Quizizz. *Al-Ishlah*, 16(4). <https://doi.org/10.35445/alishlah.v16i4.5949>

Wahyuni, F., & Akbar, M. R. (n.d.). *Penerapan Media Pembelajaran Berbasis Quizziz Dalam Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Informatika Kelas X Di SMA Negeri 5 Maros*.

Wiyanarti, E., & Agustini, S. (2024). The Influence of 'Quizizz' Media with Teams Games Tournament Model on Digital Literacy in Social Studies. *Proceedings of ICoISSEE*, 4(1), 33-42.