

STUDENTS' EXPERIENCES IN REVIEWING LEARNING MATERIAL USING QUIZZZ THROUGH PEER TEACHING APPROACH

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Abstract: In today's digital learning environment, integrating technology into the classroom has become essential to enhance student engagement and understanding. Quizizz, a gamified learning application, offers features such as instant feedback, varied question types, and competitive elements, making learning more interactive and enjoyable. Coupled with peer teaching, where students design questions and explain them to classmates, this method fosters deeper conceptual understanding, collaborative learning, and motivation. This study explores students' experiences in reviewing learning materials using the Quizizz platform through a peer teaching approach. This qualitative study collected data through observation, documentation, and structured interviews with four English Education students at a university in Pekalongan. The findings indicate that students responded positively to the use of Quizizz, describing it as fun, easy to use, and motivating. Peer-created quizzes contributed to a relaxed learning atmosphere, encouraging participation and focus. However, the study also identified several challenges, such as technical issues related to internet connectivity and difficulties in question design. Despite these obstacles, the integration of Quizizz with peer teaching is considered effective in enhancing engagement, promoting learner autonomy, and supporting meaningful learning experiences. This research offers insights into how gamified digital platforms, when combined with collaborative strategies, can support modern educational practices.

Keywords: Digital learning; EFL classroom; Gamification; Peer teaching; Quizizz.

INTRODUCTION

In today's era of digitalization, the integration of technology in the learning process has significantly changed how students understand and review learning materials. Teaching English can be greatly enhanced through the integration of technology (Johnson, 2020; Juvanichasari, 2023). One of the innovations that is often used is Quizizz, an interactive and fun quiz-based learning platform. Quizizz provides features such as instant feedback, gamification elements like points and leaderboards, and accessibility across various devices, making it an effective tool for reviewing learning materials and conducting formative assessments. The implementation of Quizizz reinforces learning (Göksün & Gürsoy, 2019).

Peer teaching is a learning strategy that emphasizes the active role of students in explaining material to their peers, which can enhance understanding and cognitive development (Shiblu et al., 2024). Through this process, students improve their communication skills and develop a stronger sense of responsibility for their own learning because explaining concepts to others requires deeper comprehension. Additionally, peer learning allows students sufficient time to reach the expected level of proficiency (Alharbi, 2023). When combined with Quizizz, this approach can create a more collaborative and interactive learning environment. Students engage with the material digitally while also building understanding through peer interaction. Although

this combination is increasingly applied, research exploring students' perceptions of learning experiences through this approach remains limited. Furthermore, the use of online learning platforms in education also has the potential to enhance the overall quality of learning (Lim & Yunus, 2021).

This study aims to explore students' experiences in review activities using the Quizizz application combined with the peer teaching approach in one of the universities in Pekalongan. Quizizz is a type of platform that can engage students in learning through an online system (Yong & Rudolph, 2022). By examining students' perceptions, challenges, and engagement, this study is expected to provide a clearer picture of the effectiveness of technology integration and collaborative learning in modern education.

The use of Quizizz in learning settings has gained considerable attention due to its gamified features that enhance student engagement. Göksün and Gürsoy (2019) reported that although Quizizz positively influenced pre-service teachers' participation, its impact on academic achievement was slightly lower than Kahoot. Nevertheless, students responded positively to Quizizz, appreciating its competitive elements, feedback mechanisms, and enjoyable learning experiences. Similarly, Juvanichasari et al. (2023) found that Quizizz increased students' interest, understanding, and preparedness in English learning, while immediate feedback helped them reflect on mistakes and monitor their learning progress. Teacher perspectives also support its effectiveness, as Lim and Yunus (2021) identified Quizizz as a feasible and user-friendly tool that can improve student motivation and achievement, despite technical challenges such as internet access and device availability. Yong and Rudolph (2022) further emphasized that while Quizizz can enhance engagement, it should be integrated with appropriate pedagogical strategies rather than used in isolation. In the context of collaborative learning, peer teaching has also shown significant benefits. Alharbi (2023) found that peer learning improved students' academic achievement in English and accommodated different learning speeds, while Shiblu et al. (2024) reported that peer teaching enhanced communication skills, learner autonomy, and engagement in EFL classrooms.

Although previous studies have examined the use of Quizizz in language learning and the benefits of peer teaching separately, limited research has explored the integration of these two approaches in material review activities in EFL classrooms. Most existing studies primarily focus on students' engagement or learning outcomes when using gamified platforms. However, fewer studies investigate how students experience learning when gamified digital tools are combined with collaborative strategies such as peer teaching. Therefore, this study contributes to the existing literature by exploring students' experiences in reviewing learning materials through the integration of Quizizz and a peer teaching approach. By focusing on students' perceptions,

challenges, and motivation, this research provides deeper insights into how digital gamification and collaborative learning strategies can work together to enhance learning experiences.

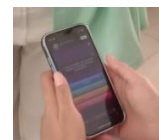
METHOD

Research Design

This research employs a qualitative approach that allows the researcher to deeply explore the experiences and personal perspectives of the participants. Observation methods are used to examine the situations and conditions occurring in the field. Observation, documentation, and interviews serve as the primary techniques for data collection as a form of qualitative triangulation. Qualitative triangulation can be used as a means of data validation (Donkoh & Mensah, 2023). The narrative approach by Clandinin and Connelly (2000) is utilized to understand how individuals construct meaning from their experiences within specific social and educational contexts.

The data collected from observations, documentation, and interviews were analyzed using thematic analysis (Braun & Clark, 2006). First, the interview responses were carefully read to obtain a holistic understanding of the participants' experiences. Second, the researcher used an initial coding method to identify important responses concerning students' experiences, advantages, disadvantages, and motivation in using Quizizz. Third, all coded responses were then grouped under a general theme that depicted common responses in relation to students' experiences. Fourth, the themes were interpreted to describe how students' learning experiences were influenced. This method allowed the researcher to systematically analyze the data and identify key themes emerging from the participants' responses.

This approach was chosen to gain a deeper understanding of the participants' perspectives and experiences. Structured interviews were used to collect insights into their motivations and views related to the study (Busetto et al., 2020; Hak, 2007). In addition, observation and documentation were used to complement the interview data and provide a more comprehensive understanding of the participants' experiences (Donkoh & Mensah, 2023).



Figures 1,2, and 3. Observation: Students complete assignments using Quizizz

Research Participants

This study involved four participants from the English Education program in one of the universities in Pekalongan, consisting of two male and two female students. consisting of two male and two female students. The participants were selected using quota sampling based on

gender to ensure balanced representation of each subgroup (Slater & Hassan, 2025). All participants voluntarily agreed to take part in the interviews and share their learning experiences. To maintain research ethics and protect participants' privacy, their real names were replaced with pseudonyms, and any visual documentation used in the study was altered or obscured to prevent identification. This anonymization process was conducted to safeguard participant confidentiality in data publication (Majeed & Lee, 2021).

Data Collection And Analysis

The data in this study were obtained through three main methods: observation, documentation, and interviews. Observation was conducted to directly see how participants responded to the learning activities using the Quizizz application, particularly when the material was reviewed through questions created by fellow students. Observation is one of the data collection methods used by researchers when conducting predetermined, planned, and recorded research (Mazhar et al., 2021). Documentation in the form of screenshots of activities, notes taken during the activities, and feedback from participants was also collected as part of the data collection process. Meanwhile, interviews were conducted online using the WhatsApp application.

In the observation process, the researcher recorded the step-by-step activities in the classroom when Quizizz was used to review learning materials. To enhance students' understanding of the material, the lecturer divided the students into several groups. After that, the lecturer explained the material over two class meetings. In the following meeting, two groups are assigned to create questions based on the material that has been studied, with the condition that the questions from each group must be different. These questions are then shared online with all students during the class, and one of the most commonly used media is Quizizz due to its practicality and interactivity. After the quiz is completed, the groups that created the questions are required to explain the content of the questions and the reasons for the correct answers, making the learning process more active, collaborative, and reflective.

The researcher sent written interview questions to the participants to gather their responses regarding their experiences using Quizizz in material review activities. The interview questions included: (1) how their experience was when using Quizizz to review material; (2) their opinions on the advantages of this application; (3) their views on the disadvantages of Quizizz; and (4) whether peer-based questions through this application could stimulate enthusiasm for learning. All data obtained were analyzed using a qualitative descriptive approach, focusing on the interpretation of meaning, understanding participants' experiences, and the narrative patterns that emerged from their responses.

FINDINGS AND DISCUSSION

Findings

Students' Experiences Using Quizizz for Review Materials

The students' experiences in this research clearly reflect that they showed a positive response to the Quizizz application in conducting material review activities created by their peers. This is evidenced by interviews with the students.

“My experience using Quizizz feels like playing a game while learning. The interactive features, such as the leaderboard and various types of questions, keep me from getting bored easily. I really like being able to see my score immediately and identify which areas I still need to study. There’s a unique challenge to achieve the highest score, which makes learning more exciting. Overall, Quizizz has successfully transformed the usually boring review activities into something more enjoyable and effective” (Grace, WhatsApp Interviews, 1 June 2025).

“My experience learning with Quizizz was quite fun because it felt like playing a game, so it wasn't boring. When I answer incorrectly, the correct answer is usually shown, allowing me to learn more deeply from my mistakes. Plus, there’s a ranking system that motivates me to answer more enthusiastically” (Lin, WhatsApp Interviews, 1 June 2025).

The use of Quizizz in learning activities provides a fun and interactive experience for students. Grace and Lin, two interviewed students, describe their experiences as a blend of learning and playing. Quizizz is a game that offers competitive activities (Degirmenci, 2021). Pang, in an interview on June 1, 2025, also stated, *“Using Quizizz to review material is my first experience, and I found it quite enjoyable because it makes it easier to convey the material.”* Features such as leaderboards, varied question types, and immediate score feedback make the learning process more engaging and less monotonous. Quizizz is a platform that can be used to create assessments for students (Rahayu & Purnawarman, 2019).

Grace felt challenged to achieve the highest score, which increased her motivation to learn. She also appreciates the ease of identifying her weaknesses through the scores that are displayed immediately. Quizizz automatically shows the results and answers, helping students with self-assessment (Rahayu & Purnawarman, 2019). Meanwhile, Lin mentioned that the ranking system motivated her to answer the questions more enthusiastically. This was also expressed by Wave in an interview conducted on June 1, 2025, who stated that *“reviewing material using Quizizz is very enjoyable because we can review the material while competing with others.”* He also considers the feature that displays the correct answer after an incorrect response as an opportunity to learn from mistakes.

Advantages of Using Quizizz

The use of Quizizz in material review has advantages, according to students who have

tried using the Quizizz application. According to the students who participated in this study, the use of Quizizz in material review offers several advantages.

“I think Quizizz is really cool because it makes learning not boring. Its interactive quiz style, various types of questions, and the presence of a leaderboard increase my motivation to learn. It's also easy to use, both for creating quizzes and participating in them” (Grace, WhatsApp Interviews, 1 June 2025).

Quizizz, as a learning medium, is generally assessed as an interactive, competitive, flexible, and user-friendly platform that provides instant and valid evaluations. *“Quizizz Advantages: interactive, competitive, and provides valid and instant evaluation,”* stated Wave in interview. This emphasizes the interactive and competitive aspects of Quizizz, supported by features like leaderboards and various types of questions. Students' responses comprehensively reflect their ability to answer test questions as well as their standing among peers. The Quizizz application has a positive effect on their learning experience (Rahmah et al., 2019). Participant Lin also stated in an interview conducted on June 1, 2025, says, *“The advantage of Quizizz, in my opinion, is its flexibility because it can be used directly on a phone or laptop, and you can see scores and answers quickly.”* This helps instill a competitive spirit among students.

Participant Grace stated that the varied quiz styles, attractive interface, and ease of use make Quizizz enjoyable and motivating for learning. Similarly, Pang mentioned that Quizizz is simple and effective in helping students understand key learning points. These findings indicate that Quizizz can support student motivation and engagement in learning activities (Dhamayanti, 2021; Rahmah et al., 2019).



Figure 4. Score Quickly



Figure 5. Leaderboards Point

Disadvantages of Using Quizizz

Every advantage has its disadvantages; shortcomings can serve as a basis for evaluation to create something from the existing problems.

Although it's good, Quizizz also has its drawbacks. Sometimes it's hard to adjust the difficulty level of the questions, so some are too easy or even too hard. Also, if the internet connection is poor, it can cause the quiz to error.”(Grace, WhatsApp Interviews, 1 June 2025).

The disadvantage is that it requires an internet connection and cannot be used offline, which can be a problem if the network is unstable and you can't access it”(Pang, WhatsApp Interviews, 1 June 2025).

Although Quizizz is considered fun and effective, participants still noted several weaknesses that disrupt the learning experience. Grace and Pang both highlighted Quizizz's reliance on an internet connection; they stated that when the network is unstable, quizzes can experience errors or may not be accessible at all. Technical constraints are often experienced by students (Rahayu & Purnawarman, 2019).

Additionally, issues related to time and the difficulty level of questions have also become a concern. Lin felt that the time allotted for answering was often too short, leaving little room for careful consideration. leaving insufficient room for thoughtful consideration. Grace also mentioned that the difficulty settings of the questions sometimes made the quizzes feel either too easy or too difficult. Overall, participants indicated that although Quizizz was engaging, several technical and pedagogical barriers still needed to be addressed. Technical barriers and external obstacles were also mentioned by Asyifa et al. (2024), who stated that signal issues can disrupt the use of Quizizz.

Table 1 . Advantages and Disadvantages Quizizz

Advantages	(Interactive Learning Experience, Competitive Element, Instant and Valid Feedback, User-Friendly Interface, Flexible Access, Enjoyable Learning Atmosphere)
Disadvantages	(Dependence on Internet Connection, Difficulty in Adjusting Question Difficulty Levels, Limitations on Offline Use, Technical and Device Issues, Disrupted Learning Experience)

Supporting Students' Motivation

Reviewing learning materials using Quizizz has a positive impact on students' learning experiences. The positive effects of learning through online media like this motivate students and enhance their enthusiasm for learning, as evidenced by statements from several participants.

"Yes, the Quizizz created by my friend really made me more enthusiastic about reviewing the material. Healthy competition and interactive quizzes make learning more enjoyable and effective" (Grace, WhatsApp Interviews, 1 June 2025).

"Of course, yes! In my opinion, using Quizizz is very motivating. It's like learning together, not alone. Especially since the questions are made by friends, it feels fun without pressure and not boring. It also makes it easier to remember the material" (Lin, WhatsApp Interviews, 1 June 2025).

The interview results indicate that the use of Quizizz questions developed by peers contributes positively to students' learning motivation. The use of the Quizizz application also reflects the impact of gamification on both students' intrinsic and extrinsic motivation (Razali et al., 2020). Participants expressed that the interactive quiz format and the presence of healthy competition made the learning process more enjoyable and effective.

Grace, one of the respondents, stated that the quiz increased her enthusiasm for reviewing learning materials. Quizizz has been used as a fun learning tool (Kristiani et al., 2022). Wave also

mentioned in an interview, “*It boosts enthusiasm because, besides being interactive and fun, we can also use it as a small competition with other friends.*” This not only makes the learning process feel lighter and less boring but also facilitates memory retention. “*Yes, because the material presented is easier to understand since it includes direct practice*” (Pang, WhatsApp Interview). Thus, it can be concluded that Quizizz, as a technology-based evaluation media that is participatory and interactive, plays a role in triggering intrinsic motivation in the context of collaborative learning. This application is beneficial as it is designed to stimulate, enhance, and motivate learners (Patisung & Koowuttayakorn, 2020; Zhao, 2019).

Discussion

The findings of this study indicate that the use of Quizizz combined with a peer teaching approach provides a positive learning experience for students.. Features such as leaderboards, instant feedback, and a variety of question formats have transformed the typically dull review activities into more enjoyable and competitive experiences. This aligns with findings that state Quizizz positively influenced pre-service teachers’ participation (Göksün & Gürsoy, 2019). Additionally, Juvanichasari et al. (2023) also emphasize that students perceive Quizizz as effective in increasing interest, understanding, and preparedness, particularly in English language learning. Therefore, the use of Quizizz proves to be not only an evaluation tool but also an instrument capable of igniting the spirit of learning through a fun and interactive approach.

In the context of peer teaching, students’ involvement in creating and explaining questions can strengthen their conceptual understanding of learning materials while also developing communication skills and responsibility for their own learning. Shibli et al. (2024) noted that peer teaching fosters communication skills, learner autonomy, and engagement in EFL classrooms, while Alharbi (2023) reported that it can improve students’ academic achievement in English. Therefore, integrating Quizizz with peer teaching creates a collaborative learning environment where technology and social interaction support the learning process. However, several challenges remain, such as unstable internet connections, limited response time, and mismatched question difficulty, supporting the findings of Lim and Yunus (2021) that device and internet access can hinder the use of digital tools. Yong and Rudolph (2022) also emphasize that digital platforms like Quizizz should be integrated with appropriate pedagogical strategies. Despite these challenges, gamification elements such as scores and competition can increase both intrinsic and extrinsic motivation (Razali et al., 2020), while Quizizz itself is designed to sustain engagement in learning (Patisung & Koowuttayakorn, 2020).

Although Quizizz, combined with peer teaching, can increase engagement and motivation, lecturers need to ensure that learning activities remain focused on deeper understanding rather than competition alone. This study also has limitations, including the small

number of participants and the specific classroom context. Therefore, future research should involve more participants and broader learning settings to better understand the effectiveness of integrating Quizizz with peer teaching.

CONCLUSION

The integration of Quizizz with a peer teaching approach enhances students' learning experiences, particularly in material review activities. This approach creates an interactive, enjoyable, and competitive atmosphere through features such as leaderboards, instant feedback, and varied question types. Students' involvement in designing and explaining quiz questions fosters deeper understanding, boosts confidence, and develops communication skills, transforming learners from passive recipients into active knowledge producers. However, challenges such as unstable internet access, limited devices, and the need for proper guidance in question design highlight the importance of adequate technological infrastructure and active lecturer supervision. When well-implemented, this strategy not only supports participatory and reflective learning but also promotes collaboration, engagement, and learner autonomy in the digital age.

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