
**THE IMPLEMENTATION OF QUIZIZZ
PAPER MODE IN NOTICE AND SIGN LEARNING
FOR GRADE 8 STUDENTS OF MTS MIFTAHUL ULUM 2 ANTIBAR**

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Abstract

This research focuses on the implementation of Quizizz Paper Mode in teaching Notices and Signs to eighth-grade students at MTs Miftahul Ulum 2. Quizizz Paper Mode is an application that offers paper-based quiz features, enabling teachers to deliver interactive assessments in non-digital learning environments, such as Islamic boarding schools. Using a descriptive qualitative approach, data were collected through classroom observations, interviews, and documentation involving both students and the English teacher. The findings show that the method was effectively implemented; students were more engaged, enthusiastic, and motivated during the lessons. The teacher also responded positively, noting that even students who were usually less active showed greater participation. Although a few challenges were noted, such as vocabulary difficulties and confusion in identifying types of notices, overall feedback was highly positive. The result of this study shows that Quizizz Paper Mode can serve as a practical and relevant tool for delivering interactive assessments in Islamic boarding school environments.

Keywords: Implementation, Quizizz Paper Mode, Notice and Sign.

A. Introduction

The advancement of digital technology has brought significant changes to the field of education, particularly in how students interact with learning materials. One prominent innovation in educational technology is gamification, which refers to the application of game elements in non-game contexts. This approach has been recognized for its effectiveness in enhancing students' motivation and learning outcomes. Christopoulos and Mystakidis (2023) explain that well-designed gamified environments foster cognitive and emotional benefits, such as improved problem-solving, collaboration, and resilience, and can nurture intrinsic motivation that leads to sustained engagement and effective learning.

One of the most popular platforms is Quizizz, a game-based learning tool that enables teachers to design interactive quizzes. In recent years, Quizizz Paper Mode has emerged as an alternative that combines the benefits of digital assessment with

a paper-based format. This mode allows teachers to print quizzes and scan students' answers using mobile devices, making it especially suitable for educational institutions with limited access to digital tools, such as Islamic schools or boarding schools.

At MTs Miftahul Ulum 2, an Islamic junior high school located in West Kalimantan, the use of technology in the classroom is still limited due to school policies that prohibit students from using mobile phones. Although applications such as Duolingo have been introduced in the past, their implementation has tended to be passive and teacher-centered. To bridge this gap, the current study introduces Quizizz Paper Mode as a digital-based assessment strategy that aligns with traditional and religious educational environments.

Gamification offers various benefits, including increased engagement, higher learning motivation, and deeper understanding of the material. Elements such as points, leaderboards, and immediate feedback can foster a dynamic and supportive classroom atmosphere. However, most studies on Quizizz have focused on online learning or fully digital environments. Pham (2023) explored its use in virtual classrooms, while Indrayana (2022) examined its impact on learning motivation in digital-based schools. Permana Putra (2023) highlighted Quizizz's potential to increase student participation through digital devices. Nevertheless, there is still limited exploration of the implementation of Quizizz Paper Mode, particularly in religious-based educational settings like Islamic schools.

Therefore, this study aims to address that gap by examining how Quizizz Paper Mode can be effectively implemented in teaching the topic of Notice and Sign, which is part of the English curriculum for eighth-grade students at MTs Miftahul Ulum 2. This topic focuses on students' ability to understand various everyday signs and instructions, which requires contextual comprehension and reading skills.

Furthermore, this study also aims to describe the implementation process in the classroom and to explore student engagement as well as teacher responses to this method. Using a qualitative approach that includes classroom observation, interviews, and documentation, this research seeks to illustrate how a paper-based gamification strategy can function effectively in traditional educational settings.

The findings of this study are expected to provide valuable insights into how educational technology can be adapted to meet the needs of religious-based institutions without compromising pedagogical effectiveness.

B. Research Methods

This research employed a descriptive qualitative method, which aimed to explore and describe real-life classroom phenomena in a natural context. According to Creswell (2012), qualitative research is an approach to exploring and understanding the meaning that individuals or groups ascribe to a social or human problem. In this study, the method was used to investigate the implementation of Quizizz Paper Mode in teaching Notice and Sign at MTs Miftahul Ulum 2, a pesantren-based junior high school in Mempawah, West Kalimantan.

The participants consisted of one English teacher and thirty-one eighth-grade students, selected through purposive sampling due to their direct involvement in the classroom activities. The data were collected through classroom observation, semi-structured interviews with the teacher and ten selected students, and supporting documentation such as photographs and audio recordings. The collected data were organized and interpreted narratively to describe student engagement, teaching strategies, and the overall dynamics of using gamified learning tools in a traditional classroom setting.

C. Discussion

1. Implementation of Quizizz Paper Mode

This study explores the implementation of Quizizz Paper Mode in teaching Notice and Sign to eighth-grade students at MTs Miftahul Ulum 2. Unlike typical digital approaches, this mode utilizes printed answer sheets (Q-Cards) instead of smartphones. The teacher created the quiz online, printed barcode-coded Q-Cards, provided detailed instructions, conducted the quiz in class, and scanned students' answers for automatic grading.

Observations showed that the implementation went smoothly. The teacher delivered clear instructions, guided students during the activity, and provided constructive feedback afterward. All observation indicators related to teacher performance were marked "Yes," reflecting strong facilitation and classroom

management. These findings support Fonseca et al. (2023), who emphasized the importance of teacher involvement in technology-based instruction.

This approach proved highly suitable for a pesantren-based school environment, where students are not allowed to use smartphones, providing a balanced solution by retaining digital assessment benefits while complying with institutional policies. Success depended on effective classroom management rather than tool complexity.

2. Understanding the Material: Notice and Sign

The core material delivered in this study was Notice and Sign, a part of functional reading skills in the eighth-grade English curriculum. A notice is a short message used to provide information, instructions, or warnings to people in specific locations, designed to be easily read and understood in everyday situations, such as at school, in public places, or on the streets. Notices are often written in capital or bold letters and sometimes include symbols or colors for visual emphasis. This aligns with Windi (2022), who emphasizes that notices serve to raise awareness and guide behavior in public spaces. On the other hand, a sign is a visual representation used to convey a message with minimal or no words, often consisting of images, icons, or symbols with universal meanings. In short, a notice is more text-based, while a sign is more symbol-based.

The four main types of notices taught were:

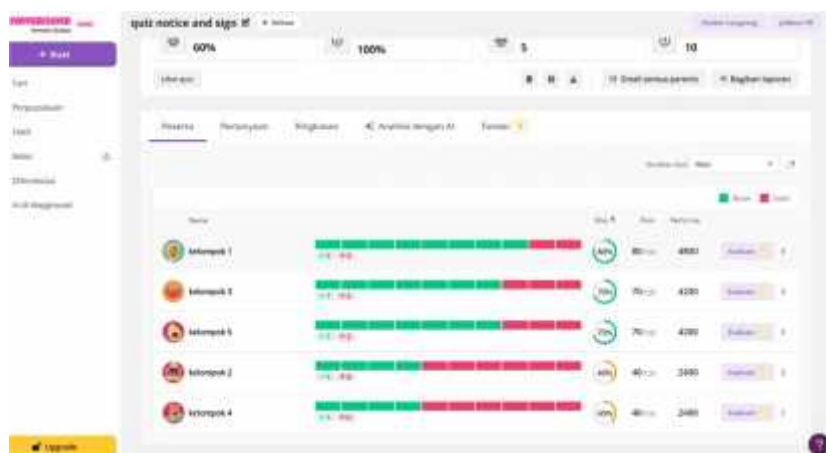
- Commands (e.g., “Keep the Room Clean”, “Turn Off Your Phone”)
- Warnings (e.g., “High Voltage”, “Slippery Floor”)
- Prohibitions (e.g., “No Parking”, “No Smoking”)
- Information (e.g., “Library Opens at 8 a.m”, “Canteen is Closed Today”)

These concepts were first introduced through direct explanation and reinforced using the Quizizz Paper Mode quiz. This approach helped students connect English vocabulary with real-world contexts, strengthening recognition and comprehension. Previous research by Fadhilawati et al. (2024) indicates that implementing Quizizz Paper Mode can effectively enhance students’ grammar learning outcomes and support inclusivity in classroom technology use.

Students also reported that the material was easier to understand when presented in a gamified and visual format, confirming the pedagogical value of the method. Beyond classroom comprehension, familiarity with notices and signs also prepared students for practical literacy in their daily lives. Since these forms of communication are widely encountered in public spaces, the activity not only strengthened vocabulary but also nurtured social awareness and functional reading skills essential for real-world contexts.

3. Student Engagement and Emotional Response

Student engagement during the Quizizz Paper Mode sessions was notably high. Observation data indicated that all students were actively involved discussing questions, sharing ideas, and participating enthusiastically. The interactive design, including Q-Card rotation and leaderboard displays, created a dynamic and enjoyable learning atmosphere.



“Figure 1 shows the Quizizz leaderboard display, illustrating the ranking of groups based on their game scores.”

Student interviews reinforced these findings. Some of the responses included:

“I felt very active because I like learning while playing.” - SKS

“Yes, because I could answer questions with my friends.” - KA

“I was really happy because I learned a lot of English.” - Z

“It was super fun and exciting!” - R

“Interview Notes”

These responses support Huang’s (2013) theory that game-based learning significantly boosts students’ motivation, interest, and focus. Additionally, the

element of fun helps reduce learning anxiety, promotes collaboration, and fosters a positive classroom climate. These findings align with Christopoulos & Mystakidis (2023), highlighting that gamification can be particularly effective in nurturing intrinsic motivation, which supports sustained engagement in learning environments.

These reactions illustrate that emotional satisfaction is not a mere side effect but an essential factor in sustaining attention and willingness to learn. Enjoyment, when integrated with meaningful content, fosters deeper concentration and builds a supportive atmosphere where students feel encouraged to participate without fear of making mistakes.

4. Teacher Strategies and Pedagogical Impact

The teacher played a vital role in ensuring the success of this method. In interviews, the teacher stated:

“This method is very innovative and effective. It creates fun learning for students without using their phones”.

Beyond delivering content, the teacher explained each type of notice using real-life examples and guided students through the quiz process. The integration of traditional instruction and gamified assessment made abstract reading material more tangible and easier to understand.

Observation data confirmed that the teacher:

- Gave clear and structured instructions before the quiz
- Assisted students who were confused about how to rotate or position their Q-Cards
- Provided feedback and clarification after the quiz

This consistent support enabled students, even those unfamiliar with game-based learning, to participate confidently. Previous research by Fadhilawati et al. (2024) demonstrates that the use of Quizizz Paper Mode can help teachers manage classroom technology inclusivity effectively, allowing all students to engage in learning activities regardless of their prior experience with digital tools.

5. Learning Outcomes and Challenges

Based on observations and student reflections, most students successfully achieved the learning objectives, which were to identify and interpret various types of notices and signs. They demonstrated a better understanding of the differences between types of signs, such as commands and prohibitions. This was evident in evaluation results and quiz completion, where students accurately distinguished the meaning of signs.

[illegible]

Figure 2 shows the Excel results of student performance, illustrating their ability to answer questions correctly and achieve the expected learning objectives.

Students also reported that learning through Quizizz Paper Mode helped them understand the meanings of signs commonly encountered in daily life. All observation indicators related to method effectiveness were marked “Yes,” indicating that:

- Students understood the material
- The method was appropriate for the classroom context
- Teacher and student responses were positive

However, some challenges remained. A recurring issue was that students tended to forget the meanings of certain signs after the lesson:

“My difficulty is confusion because I often forget the meaning of the types of signs that have been taught”. - SA.

This finding suggests the need for continuous practice and repetition before conducting game-based assessments. The teacher also emphasized the

importance of adjusting question difficulty to student ability and varying teaching methods to maintain student interest. No technical issues were reported during implementation, and the available time was sufficient to complete the quiz session smoothly.

Despite these obstacles, the willingness of students to keep trying reflected resilience, an attitude equally important as academic mastery. This persistence showed that gamified methods can cultivate not only knowledge but also soft skills such as confidence, perseverance, and collaboration, which are crucial for lifelong learning.

6. Comparison with Previous Research

Compared to previous studies (Fonseca et al., 2023; Anh Tuan Pham, 2022), which typically used Quizizz in fully digital formats via phones or tablets, this study introduces a unique and relevant contribution: effectively using gamification in a completely device-free context.

This innovation demonstrates the flexibility of gamified platforms and proves that digital learning strategies can be adapted for resource-constrained environments like pesantren-based schools. Previous research by Permana Putra (2023) demonstrates that the implementation of Paper-Mode Quizizz can significantly improve students' vocabulary mastery and engagement in environments with limited access to digital devices.

Thus, this study does not merely replicate earlier works but extends them by demonstrating that gamification can succeed even without continuous reliance on digital devices. This finding highlights the adaptability of educational innovations, suggesting that learning strategies can be reshaped to fit diverse institutional conditions.

7. Broader Implications for Pesantren-Based Learning

The findings of this study hold important implications for Islamic schools and pesantren, where mobile phone usage is often restricted. By adopting Quizizz Paper Mode, educators can:

- Introduce modern interactive assessment methods without violating school rules
- Increase student engagement through low-tech gamification

- Ensure quick and accurate assessment using only basic tools like printers and scanners

The success of this approach demonstrates that even in traditional educational settings, it is possible to bridge the gap between conventional teaching methods and 21st-century educational technology. Quizizz Paper Mode represents an ideal blend of pedagogical innovation and cultural appropriateness, making it a valuable model for Islamic or low-tech schools seeking to modernize their teaching strategies without compromising institutional values.

Therefore, this approach opens broader opportunities for pesantren to embrace educational innovation while still preserving cultural and institutional values. It demonstrates that meaningful modernization is possible without contradicting the norms of traditional learning environments.

D. Conclusion

This study aimed to explore the implementation of Quizizz Paper Mode in teaching Notice and Sign at the eighth grade of MTs Miftahul Ulum 2, a pesantren-based school where digital devices are restricted. The research adopted a descriptive qualitative method, collecting data through interviews, classroom observations, and documentation. Based on the analysis, several key conclusions can be drawn.

First, the implementation of Quizizz Paper Mode was highly successful. The teacher managed the activity with clear instructions, consistent support, and effective feedback. Students were able to participate without using any digital devices, making this method suitable for environments with limited technological access. This shows that gamified learning can be adapted even in low-tech or non-digital settings without reducing its educational impact.

Second, the use of Quizizz Paper Mode significantly increased student engagement. Observations and interviews indicated that students were active, enthusiastic, and motivated during the activity. Many enjoyed the gamified elements, such as Q-Cards, peer collaboration, and instant results. The enjoyable atmosphere created by this method also encouraged students who were usually passive to become more involved in the learning process. These findings support

the theories of Christopoulos and Mystakidis (2023) regarding the power of gamification in enhancing intrinsic motivation and classroom interaction.

Third, the learning outcomes showed a strong understanding of the material. Students were able to recognize and distinguish between different types of signs, such as commands, warnings, prohibitions, and information notices. The material Notice and Sign was suitable for gamified instruction because of its visual and functional nature. The connection between real-life usage and classroom learning helped students better internalize the vocabulary and meaning of public signs. Previous research by Fadhilawati et al. (2024) indicates that implementing Quizizz Paper Mode can enhance students' grammar learning outcomes and support classroom inclusivity, which aligns with the positive learning results observed in this study.

Fourth, although there were no technical difficulties, cognitive challenges were present. Some students struggled with remembering vocabulary or understanding certain questions. This highlights the need for scaffolding and additional practice before using gamified assessments. The teacher's suggestion to adjust questions based on students' proficiency and to vary teaching methods should be considered in future applications of similar tools.

This study also contributes to the field by offering an example of successful non- digital gamification. Unlike many previous studies that relied on mobile phones or computers, this research demonstrated that Quizizz Paper Mode could maintain the essence of gamified learning while respecting school rules that limit technology use. This has important implications for pesantren-based or rural schools seeking to modernize learning without compromising institutional values.

In conclusion, Quizizz Paper Mode is a practical and engaging alternative for teaching English, especially functional reading materials such as Notice and Sign. It promotes active learning, supports low-tech environments, and enhances students' understanding through fun and meaningful interaction. It can serve as a model for integrating gamification in traditional or technology-restricted classrooms.

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