



## Student Perceptions of the Use of Interactive Digital Media in Improving Learning Motivation

Raynaldi Nugraha

Prasetya<sup>1</sup>(✉), Ridho Dedy  
Arief Budiman<sup>2</sup>, Aura Astuti<sup>3</sup>,  
Devi Anggi Friani<sup>4</sup>, Suharti  
Siradjuddin<sup>5</sup>

<sup>1</sup>Universitas Tanjungpura,  
Indonesia

<sup>2</sup>Universitas PGRI Pontianak,  
Indonesia

<sup>3</sup>Politeknik Alkon Kalimantan,  
Indonesia

<sup>4</sup>Universitas Doktor Nugroho  
Magetan

<sup>5</sup>Universitas Negeri Makassar,  
Indonesia

✉Correspondence Author:  
[rnugraha.prasetya@gmail.com](mailto:rnugraha.prasetya@gmail.com)

### Abstract

This study aims to explore students' perceptions of the use of interactive digital media and its influence on learning motivation. Interactive digital media is expected to increase students' engagement in learning and motivate them to be more active in the learning process. This research uses a descriptive qualitative approach with data collection techniques through semi-structured interviews and observation. The sample used was 5-10 students selected as key informants in one junior high school. The data were analyzed using thematic analysis techniques which included data reduction, categorization, and meaning of emerging themes. The results show that students have a positive view of the use of interactive digital media in learning, which they feel can increase their motivation to learn. Based on these findings, it is recommended to utilize interactive digital media as an effective tool in the learning process to increase students' motivation and engagement. The implication of this study shows that the integration of interactive digital media in the learning curriculum can be an innovative strategy to create a more engaging learning environment, encourage student-centered learning, as well as support the development of 21st century skills such as critical thinking, collaboration, and digital literacy.

### Keywords

interactive digital media; learning motivation; student perception

## INTRODUCTION

The development of digital technology has had a significant impact on the field of education. One of the most notable innovations is the use of interactive digital media in the learning process. This type of media is believed to enhance students' interest and learning motivation due to its communicative, visual, and self-directed learning features. As stated in previous studies, interactive digital media can create a more engaging and

adaptive learning environment that caters to students' needs (Mouna et al., 2023; Duterte, 2024; Hevko et al., 2024).

The advancement of digital technology has greatly influenced education, particularly in fostering innovation in teaching methods. Interactive digital media, such as e-learning platforms, educational applications, and multimedia tools, not only make content delivery more engaging but also enhance student participation in the learning process. The use of such media is believed to stimulate students' motivation, especially when aligned with their learning needs and characteristics (Safitri et al., 2022; Katona et al., 2023).

One increasingly popular form of interactive digital media in education is Quizizz. This platform offers digital quiz-based games that allow students to learn in a fun and competitive way. Features such as gamification, instant feedback, and visually appealing design help create a learning atmosphere that encourages students to be more active in their studies (Yani et al., 2024; Fahada & Asrul, 2024). Moreover, Quizizz supports a differentiated learning approach, as teachers can tailor quiz content to match each student's abilities and learning needs, thereby fostering inclusive education.

In today's digital era, the student generation often referred to as digital natives tends to be more responsive to technology-based learning media. They are accustomed to using digital devices in their daily lives, making conventional teaching approaches often seem less appealing and relevant. As such, platforms like Quizizz offer an effective solution to accommodate the learning styles of this generation. By integrating technology and game elements, students are more motivated to engage in the learning process and feel more confident in exploring the material (Yunus & Hua, 2021; Yanuarto & Hastinasyah, 2023).

The gamification aspect that characterizes Quizizz has proven effective in actively engaging students. Elements such as scores, leaderboards, and virtual rewards stimulate students' intrinsic motivation and foster a healthy competitive environment. Beyond entertainment, this interactive format also provides immediate feedback, allowing students to quickly understand and reflect on their learning outcomes. In the long term, this contributes to improved conceptual understanding and better academic performance (Rivera & Garden, 2021; Budiman et al., 2025; Smiderle, 2020).

Furthermore, the flexibility of using Quizizz supports various instructional formats online, offline, or hybrid. Teachers can integrate Quizizz into teaching activities for formative assessment, independent practice, or group discussions. Its ease of access and user-friendly features enable both teachers and students to use the platform with minimal

technical difficulties. This makes Quizizz highly applicable across different educational levels, including junior high school, which is the focus of this study (Hidayati & Aslam, 2021; Tanjung et al., 2023).

However, the successful implementation of interactive digital media such as Quizizz largely depends on teachers' readiness to design technology-based learning. Teachers' digital literacy, infrastructure support, and conducive learning environments are crucial prerequisites for the success of this strategy. Therefore, it is necessary to provide training for educators and develop institutional policies that support the systematic and sustainable use of interactive media (Hu, 2023; Ayeni et al., 2024). With such support, Quizizz can serve not only as a learning aid but also as a pedagogical strategy that fosters an active and collaborative learning culture.

Learning motivation remains a central aspect of education. Students with high motivation tend to demonstrate persistence, curiosity, and enthusiasm for learning, which positively influences academic achievement. In contrast, a lack of motivation may lead to decreased learning quality, low participation, and high absenteeism. In this context, it is important to explore how students perceive the interactive media used in learning and how such media can enhance their motivation (Ryan et al., 2021).

Nevertheless, research that specifically explores students' perceptions of using Quizizz particularly in the context of junior high schools in Indonesia—remains limited. Most studies have focused on technical aspects or teachers' perceptions, leaving a gap in understanding how students experience and respond to interactive digital media. By understanding learning experiences from the students' perspective, educators can design more appropriate, personalized, and effective teaching approaches (Supriyatin, 2024; Rakaj, 2025; Kurniawati et al., 2024).

To address this gap, the present study aims to understand students' perceptions of the use of interactive digital media, particularly Quizizz, and how it influences their learning motivation. This research employs a qualitative approach through semi-structured interviews and direct classroom observations. The findings are expected to serve as a reference for educators and curriculum developers in strategically integrating interactive media to enhance student motivation and engagement. In addition, this study contributes theoretically to the development of gamification-based educational technology in the digital era.

## METHOD

This study employed a descriptive qualitative approach aimed at providing an in-depth description of students' perceptions regarding the use of interactive digital media in learning. This design was chosen because it allows for a thorough exploration of students' experiences, views, and interpretations of the phenomenon being studied (Creswell, 2014; Fadli, 2021). The interactive digital media used in this study was the Quizizz application, which enables students to participate in interactive quizzes featuring game-like elements such as leaderboards and time challenges.

The research population consisted of junior high school students who had experience using interactive digital media in their learning. The research sample included 5–10 students selected through purposive sampling, where key informants were identified based on their active involvement in learning using interactive digital media. This technique is suitable for qualitative research as it focuses on subjects with direct experience related to the phenomenon being studied (Sugiyono, 2019).

Data were collected using two primary techniques: semi-structured interviews and observation. The interviews were guided by an interview protocol containing open-ended questions designed to explore students' perceptions of interactive digital media use and its impact on their learning motivation. This format allowed the researcher to adapt questions according to the flow of the conversation (Bogdan & Biklen, 2007; Cornwall, 2024).

Observations were conducted during learning sessions that involved the use of interactive digital media. Field notes were used to record classroom situations, student interactions, and other relevant aspects of the learning process. Observation enabled the researcher to gather factual data to support the findings from the interviews (Moleong, 2017; Kunz et al., 2023).

## RESULT AND DISCUSSION

The results of this study are presented based on the analysis of interviews and observations involving ten junior high school students who had used interactive digital media, specifically Quizizz, in their learning process. The majority of students stated that using this media made learning more enjoyable, communicative, and easier to understand. Features such as instructional videos, interactive quizzes, appealing visual displays, and gamification mechanisms in Quizizz were highly appreciated by students, as they helped create an engaging learning environment. One student remarked, "I feel more interested in

learning because there are lots of images and videos explaining the material, so it's easier to understand." This suggests that a multimedia approach can enhance conceptual understanding in a more concrete and contextual manner.

Observations during the learning process revealed that students using digital media were more active in asking questions, engaging in discussions, and demonstrating high levels of enthusiasm when completing tasks. They appeared more focused, displayed positive expressions, and completed assignments more quickly. This level of engagement was not limited to academically high-achieving students, but also included those with moderate to lower academic abilities, who previously showed minimal participation in conventional classrooms. These findings indicate that interactive digital media can accommodate varying levels of student ability and foster inclusive learning environments.

Interview data reinforced the findings from the observations. Most students expressed that they felt motivated to keep learning because the learning process felt like playing a game while still presenting challenges. The gamification elements in Quizizz such as scoring, leaderboards, and animated visuals when answering questions created a healthy competitive atmosphere and boosted students' enthusiasm for learning. One student said, "Digital media like educational games make me want to keep trying to get the answers right." This statement reflects an increase in intrinsic motivation, which, according to Self-Determination Theory (Ryan et al., 2021; Dunn, & Zimmer, 2020; Howard et al., 2021), is a crucial component for long-term academic success.

**Table 1.** Summary of Interview Findings

Aspect	Main Theme	Example Student Statement
Understanding the material	Visualization facilitates comprehension	"With videos, I understand the content more quickly."
Engagement level	Media makes learning more enjoyable	"Learning feels like playing a game."
Learning motivation	Interest in continuous learning	"I feel more excited to study."

These findings support and reinforce Mayer's (2024) Cognitive Theory of Multimedia Learning, which posits that the combination of text, images, and sound can enhance comprehension and information retention. The interactivity in Quizizz provides students with control over their learning process, facilitating active learning where students are not merely passive recipients of information but are actively involved in constructing their own understanding.

Furthermore, the results align with the findings of Tazhenova et al. (2014), which demonstrated that the use of digital media in education can significantly increase student

participation and motivation. With its various interactive features, Quizizz can accommodate students with different learning styles visual, kinesthetic, and auditory making it a valuable tool not only for supporting academic content but also for designing learning that is tailored to individual student needs (student-centered learning).

The practical implication of this study highlights the importance of the teacher's role in strategically selecting and integrating digital media into the learning process. Teachers are expected not only to serve as facilitators but also as instructional designers capable of creating dynamic and enjoyable learning environments. Quizizz can be used as a tool for formative assessment, learning reflection, and reinforcement of content through self-paced learning. With a creative approach, teachers can use Quizizz to support both collaborative and competitive learning, thereby maintaining student motivation.

However, this study is limited by the relatively small number of participants, all from a single educational institution. Therefore, generalizing the findings should be done with caution. Future studies are recommended to involve a more diverse sample in terms of school background, educational levels, and geographic contexts. Quantitative research that measures the impact of digital media use on learning motivation and academic achievement is also needed to strengthen the validity of these findings.

In conclusion, this study demonstrates that interactive digital media, particularly Quizizz, holds significant potential as an innovative solution to enhance learning motivation among junior high school students. This media not only makes learning more engaging and enjoyable but also encourages students to become active, reflective, and independent learners in the digital era.

## CONCLUSION

This study was conducted to explore students' perceptions of using interactive digital media, specifically Quizizz, in enhancing learning motivation at the junior high school level. The findings reveal that interactive digital media has a significantly positive impact on increasing student engagement and motivation, particularly through its visually appealing features, gamification elements, and immediate feedback, all of which contribute to a more enjoyable and easily understandable learning process. These findings reinforce the importance of technology-based learning strategies in addressing the challenges of low student motivation in conventional classroom settings. The strength of this study, compared to previous research, lies in its more specific contextual focus exploring students'

perceptions qualitatively within the environment of Indonesian junior high schools and in its use of Quizizz as the primary media. This contrasts with studies such as Manesis (2020), which provided a broader examination of various types of digital educational games. The findings of this study are also consistent with those of Suwarni et al. (2023), which showed that the use of Quizizz significantly enhances students' motivation and active participation in learning. Future research is encouraged to broaden the scope of participants, adopt quantitative or mixed-methods approaches to statistically measure the impact, and further explore the integration of digital media across various subjects and educational levels. The implications of this study offer valuable insights for educators, curriculum developers, and policymakers, encouraging the strategic integration of interactive digital media such as Quizizz into the teaching and learning process. This integration has the potential to enhance motivation, promote active participation, and improve the overall quality of 21st-century education.

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