

Implementation of Mesi Quper (Media Edukasi Quizizz Kombinasi Peardeck) for Optimizing Differentiated Learning in Class V of SDN 1 Kalitapen

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ABSTRACT

The lack of educational media usage in learning has become a major issue in achieving students literacy competencies. This impacts to suboptimal differentiated learning implementation. This paper aims to analyze the impact of applying Quizizz combined with Peardeck to improve literacy learning and evaluation results of students in class V of SDN 1 Kalitapen. This research employs a qualitative descriptive approach by collecting data through observation, interviews, implementation, and documentation. Data analysis techniques involve field data collection, data reduction, data presentation, application and development of media, as well as conclusions and verification. The results of this good practice indicate an improvement in literacy skills through the use of Quizizz educational media combined with Peardeck, with an increase of 4.34% from the previous year, categorized as good (80% of students achieving minimum competency), so that the school ranks in the top tier (1-20%) in the district/city nationally.

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1. INTRODUCTION

The 1945 Constitution Article 31 Paragraph 1 states, "Every citizen has the right to education," which means that every Indonesian citizen has the same right to obtain education and learning. Education is closely related to learning activities. Through teaching and learning activities, the transfer of knowledge can take place effectively. Learning can be conducted using various methods and learning models. This activity aims for learners to gain meaningful learning experiences. One teaching technique that can be used to achieve optimal learning outcomes is differentiated instruction.

Differentiated instruction is defined as a way to recognize and teach according to the different talents and learning styles of learners. Through differentiated learning activities, students can meet their competencies according to their developmental stages and the cognitive levels they master. Differentiated instruction can be implemented using a combination of learning media. Learning media serve as a medium to deliver information and encourage students to develop their learning motivation through enjoyable activities. Fatria (2017: 140) describes learning media as tools that aid the learning process [1].

¹ Fatria, Fita. (2017). Penerapan Media Pembelajaran Google Drive Dalam Pembelajaran Bahasa Indonesia. Jurnal Penelitian Pendidikan Bahasan Dan Sastra, 2(1), 138-144. Diakses di <https://media.neliti.com/media/publications/289270-penerapan-media-pembelajaran-google-drive-12fa4a21.pdf>

According to Dewi (Aditiyawarman et al., 2022), game-based learning has good potential to be used as an effective learning medium because it can stimulate visual and verbal components [2]. One game-based learning media that supports differentiated instruction is the educational media Quizizz. Citra & Rosy (2020) explain that Quizizz is a game-based educational application that brings multiplayer activity into the classroom, making classroom learning more enjoyable and interactive [3]. Research conducted by Mulyati & Evendi (2020) shows that Quizizz is effective in increasing student learning outcomes by 63% in cycle 1 and 78% in cycle 2 [4].

Student learning achievement indicators are not only determined by the media used as a learning process but also viewed from learning outcomes and reflections. One type of assessment and reflection that supports student learning achievement in differentiated learning is the use of Pear Deck. This educational web tool allows students to engage in fun learning activities, which can help achieve optimal learning objectives and outcomes. Learning outcomes can be identified from the level of numeracy and literacy competence. According to Saomah (2017: 3), "Literacy is the activity of using social, historical, and cultural practices in creating and interpreting meaning through writing [5].

Literacy activities contribute to the achievement of learning objectives. Student literacy outcomes are recorded in education reports, which serve as a reference for indicators of the success of the quality of educational units. Data from www.cnbcindonesia.com reveals that Indef's senior economist Aviliani stated that the level of digital literacy in Indonesia is only 62%, lower than other ASEAN countries, which average 70%. In connection with this, literacy skills need to be improved to reach the expected minimum level [6].

Based on the results of the analysis, observations, and interviews conducted by the author with the head of SD Negeri 1 Kalitapen, Mr. Juli Tarwoko, S.Pd, and colleague teacher Ms. Dian Sapitri, S.Pd, information was obtained regarding the suboptimal use of technology-based learning, which affects learning activities and outcomes at SD Negeri 1 Kalitapen, and the lack of literacy and numeracy resources for students at this school. This is closely related to the digitalization of schools and digital literacy, as well as its implementation in the educational unit, highlighting the need to design more engaging learning activities using digital learning platforms and enhancing literacy competencies through varied methods.

Technology-based learning can be implemented through differentiated instruction. In the differentiation concept, students will receive instruction aligned with their interests and abilities, ensuring that each student's needs can be adequately met. Given this background, the activity reported in this best practice is the implementation of Mesi Quper (Educational Media Quizizz Combined with Peardeck) for optimizing differentiated learning in grade V at SD Negeri 1 Kalitapen, Purwojati.

2. METHOD OF THE RESEARCH

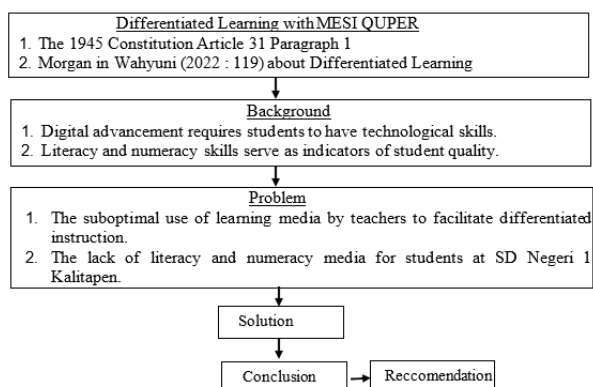


Figure 1.

Starting from the focus of the problems in this paper, the research approach used is a qualitative approach. This paper employs a qualitative descriptive research method that explaining various real conditions, phenomena, and social situations in the field in detail and depth, presented using words and language. Denzin and Lincoln

² Aditiyawarman, M. A., Sondang, M., Hanifah, L., & Kusumawati, L. D. (2022). Penggunaan Aplikasi Quizizz Sebagai Media untuk Melaksanakan Evaluasi Pembelajaran. *Jurnal Penelitian Politeknik Penerbangan Surabaya*, 7(1), 24–36. <https://doi.org/10.26740/jpap.v8n2.p261-272>

³ Citra, C. A., & Rosy, B. (2020). Keefektifan Penggunaan Media Pembelajaran Berbasis Game Edukasi Quizizz Terhadap Hasil Belajar Teknologi Perkantoran Siswa Kelas X SMK Ketintang Surabaya. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 8(2), 261–272. Diakses di <https://doi.org/10.26740/jpap.v8n2.p261-272>

⁴ Mulyati, S., & Evendi, H. (2020). Pembelajaran Matematika melalui Media Game Quizizz untuk Meningkatkan Hasil Belajar Matematika SMP. *GAUSS: Jurnal Pendidikan Matematika*, 3(1), 64–73. Diakses di <https://doi.org/10.30656/gauss.v3i1.2127>

⁵ Saomah, Aas. 2017. Implikasi Teori Belajar terhadap Pendidikan Literasi. Diakses di <http://repository.usu.ac.id>

⁶ <https://www.cnbcindonesia.com/tech/20230214171553-37-413790/paling-rendah-di-asean-tingkat-literasi-digital-ri-cuma-62>

(1987) in Moleong (2021: 5) state that qualitative research is research that uses a scientific background, with the intent to interpret the phenomena that occur and is conducted by involving various existing methods [7].

This paper focused on literacy learning and the evaluation results of students through the use of Quizizz educational media combined with Pear Deck. This research uses a case study approach focusing on the implementation of differentiated instruction through the use of an educational platform. According to Yin in Amrullah et al. (2022), a case study is an empirical research that identifies phenomena within the context of real life [8]. Case studies are bound by time and activity, and researchers use various data collection procedures within a specific period. The subjects of this best practice study are fifth-grade students at SD Negeri 1 Kalitapen.

3. RESULTS AND DISCUSSIONS

A good practice implemented is the use of the educational media Quizizz combined with Pear Deck in differentiated learning activities. This good practice is applied in 3 stages, namely: (1) Planning stage. At this stage, the author conducts guided observations and interviews with the subjects, including the school principal and fellow teachers at the school, to identify "PEKA" (Peralatan, kegiatan, penggunaan media) or (equipment, activities, media usage) carried out during learning at SD Negeri 1 Kalitapen.

During the identification process, the author creates a data collection grid format as a guideline for sampling in the field. The use of media is closely related to the availability of school facilities and infrastructure. Based on this, the author classifies the existing data into several groups to facilitate analysis.

Table 1. Identification of Facilities and Infrastructure owned by Teachers at School

No	Realm	Variable	Indicator	Technique		
				Interview	Observation	Documentation
1	Teacher	Facilities and infrastructure	Laptop ownership	√		
			Smartphone ownership	√		
			Intended use	√		
	Learning	Learning activities using technology		√		
2	School	Facilities and infrastructure	availability of supporting infrastructure	√	√	√

The above instrument grid is supported by coding that functions to determine each type of data collection technique, informant, and document. This is done so that each incoming data has its own identity, making it easier to describe. The author creates this coding in the following format.

1. Data collection technique code

Table 2.

Data collection technique code	Code
Interview	I
Observation	O
Documentation	D

2. Informant code

Table 3.

Informant code	Code
Headmaster	H
Teacher	T
Student	S

3. Document code

Table 4.

Document code	Code
Photos	Jpg
Archive	File
Recording	Aud
Videos	Vid

From the coding, the author then develops interview instruments and conducts data reduction.

⁷ Moleong, Lexy J. 2021. *Metodologi Penelitian Kualitatif*. Bandung : PT Remaja Rosdakarya

⁸ Amrullah, dkk. 2022. *Metode Penelitian Kualitatif*. Malang : CV Literasi Nusantara Abadi

Table 5. Data Reduction

Aspect	Source	Conclusion description
Experience in learning using technology	I.T	75% of teachers in schools have never used mobile phones for technology-based learning activities. The rest, there are teachers who use mobile phones for learning but are limited to the type of google form.
Laptop Ownership	I. T	Using school laptops for work mobilization.
	O	
	D	
Media that has been used for technology-based learning	I.S	Google forms, and some teachers use quizizz
What devices or media should be available and compatible for use in schools?	I.H	LCD Proyektor, laptop, speaker and pointer.
What obstacles might occur in the use of technology-based learning media?	I.T	Teachers' abilities, availability of learning media and limitations of students and parents in accessing them.

The results of the data reduction indicate that the learning activities have less impact on the quality development of students, which is caused by monotonous activities and minimal use of web-based educational technology media. The diverse students' needs are less accommodated because they receive the same material and treatment in class, causing them to tend to have difficulty understanding the lessons.

(2) Implementation and Development Stage of Web-Based Educational Media

In applying educational media, the author first conducts a diagnostic assessment to determine the characteristics and learning styles of students through a learning interest questionnaire, ensuring that learning can be designed according to the needs of each individual. The results of identifying prior knowledge yield information that the learning styles of fifth-grade students are divided into two: auditory and visual. Differentiated instruction in the classroom can encompass three types: content differentiation, process differentiation, and product differentiation.

In content and process differentiation activities, the author creates a presentation of materials using "*DOLAN*" (*video pembelajaran*) or learning videos previously uploaded to the school's YouTube channel, which are displayed using an LCD projector in the classroom for students with auditory learning preferences. Meanwhile, students with visual learning preferences are provided with "*TERASI*" (*Terapan kegiatan literasi* or Application of literacy activities) which is implemented in the reading corner by providing a variety of relevant literature as learning media.

(3) Evaluation Stage of MESI QUPER Activities on Learning and Learning Outcomes

The application of product differentiation is carried out using "MESI QUPER" or a quizizz-peardeck combination educational media where the level of difficulty of the questions varies according to their ability to complete the evaluation in the previous point. Learning reflection is continued using Peardeck so that students can express themselves and actively participate in learning according to the type of reflection they want within the Peardeck features.

(4) Results Obtained from the Implementation of Best Practices

The use of educational media Quizizz combined with Pear Deck in differentiated learning has produced significant results in improving literacy and numeracy competencies in grade V at SD Negeri 1 Kalitapen. This is because the learning activities, whether based on instructional videos (Dolan) or applied literacy activities (Terasi), include various exercises that sharpen students' literacy skills to understand and interpret texts. Quizizz and Pear

Deck can be used by teachers to create open-ended questions as well as implicit essay questions to help students practice higher-order thinking skills (HOTS). The education report card shows an improvement in literacy skills through the use of educational media Quizizz combined with Pear Deck, with an increase of 4.34% from the previous year, achieving a good category (80% of students reaching minimum competency), placing the educational unit among the top rankings (1-20%) at the district/city level nationwide. Meanwhile, numeracy skills fall into the good category as well (76.67% of students have already reached minimum competency), with an increase of 76.94% compared to the previous year, positioning SDN 1 Kalitapen among the top rankings (1-20%) at both district/city and national levels.

(5) Obstacles in the Implementation of Best Practices

In carrying out the activities, there are several obstacles that posed challenges for the author in solving these issues. Some of the obstacles include: (1) Inadequate equipment from the school; (2) The lengthy time required to prepare learning materials; (3) Parents being less active in their children's learning activities; (4) Limited compatible devices used by students for learning through MESI QUPER. These obstacles can be resolved through synergy with the principal, colleagues, and active communication with the parents or guardians of fifth-grade students.

4. CONCLUSIONS

Education plays an important role in educating the nation and forming intelligent, personable, and characterful Indonesian citizens. Learning activities will be meaningful if they are in accordance with the needs of students. Along with the development of technology, teachers need to introduce the progress of the times to students using the right procedures. Teachers can facilitate children's learning abilities through the use of educational media quizizz combined with peardeck and implementing differentiated learning. This is intended so that teaching and learning activities become more varied and enjoyable so that students avoid boredom.

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