



Utilization of ZEP Quiz as an Interactive Learning Media to Increase Enthusiasm for Learning Pancasila Education among Grade X Students of SMA N 1 Sukoharjo

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ABSTRACT

This study aims to determine how the use of ZEP Quiz as an interactive learning media to increase enthusiasm for learning Pancasila education in class X students of SMA N 1 Sukoharjo and to determine the impact of using ZEP Quiz as an interactive learning media to increase enthusiasm for learning Pancasila education in class X students of SMA N 1 Sukoharjo. This study uses a qualitative descriptive approach with data collection techniques in the form of observations and questionnaires distributed to students. The results of the study showed that the use of ZEP Quiz as an interactive learning media in the Pancasila Education subject in class X of SMA N 1 Sukoharjo was proven to be able to increase students' enthusiasm for learning well. While the impact of using ZEP Quiz media as an interactive learning media to increase enthusiasm for learning Pancasila Education is 1) as a learning tool that can increase students' learning activity, 2) increase students' attention, enthusiasm, motivation, focus and self-confidence in learning, 3) create a more lively, interactive, and conducive learning atmosphere, 4) help teachers manage learning more practically, efficiently, and relevant to the characteristics of students as a digital generation.

INTRODUCTION

Pancasila education is a subject that plays a strategic role in shaping students' character, grounded in the nation's fundamental values. Through this learning, students are expected to understand, internalize, and practice the values of Pancasila as guidelines for social, national, and state life. Pancasila education also serves to instill moral, ethical, and behavioral attitudes that align with the state ideology. Therefore, this learning requires strategies that foster both understanding and character. This aligns with the opinion of Rahmatika & Junaedi (2024), who emphasized that Pancasila education plays a crucial role in deepening students' understanding of the Pancasila philosophy as the nation's way of life.

Pancasila Education learning requires a more creative approach to deliver meaningful learning experiences. Therefore, the use of digital media such as ZEP Quiz can be a solution to create a more enjoyable and interactive learning atmosphere. ZEP Quiz is a digital quiz platform designed to provide a game-based learning experience. With an attractive visual display, scoring system, time limit, and competition mode between students, ZEP Quiz can significantly increase engagement and enthusiasm for learning. The problem of lack of interest in Pancasila Education learning can be overcome through innovative use of media such as ZEP Quiz. This media provides novelty in the presentation of material, makes it easier for students to understand concepts concisely and directly, and fosters a healthy competitive atmosphere in the classroom. With the instant feedback feature, students can immediately identify their mistakes and correct them.

The lack of variety in Pancasila education learning has resulted in low student enthusiasm, motivation, and participation. Students tend to get bored quickly, lack focus, and have difficulty connecting the material to their real-life experiences. This indicates an urgent need to improve learning strategies to be more relevant to the characteristics of digital-generation students. One of the main causes of low student participation is the lack of use of engaging and interactive learning media. Yet, current technological developments provide numerous alternative digital media that can be integrated into learning. Technology-based learning media, particularly those with interactive and game-like elements (gamification), have been shown to improve student learning motivation, concentration, and conceptual understanding.

Due to this lack of engagement, students often struggle to understand important concepts in Pancasila Education, particularly those related to the application of values in everyday life. The lack of engaging learning media prevents students from connecting the material to their real-life experiences. With the advancement of educational technology, various interactive learning media are now available and can be utilized to improve learning effectiveness. Interactive learning media not only present information but also provide a space for students to interact with the material, thus becoming more active in the learning process. According to Magdalena et al. (2021), learning media are tools or environments used to convey material to students. Interactive learning media have been shown to increase student active participation in the learning process.

However, the implementation of Pancasila Education in various schools still faces challenges. Student interest in learning tends to be low because the material presented is often textual, abstract, and requires complex reading comprehension. This condition is exacerbated by teachers' tendency to still predominantly use conventional methods, such as lectures and teacher-centered learning. According to Setiawan & Abdulkarim (2020), an overly theoretical approach with minimal variation tends to make students passive in the learning process. Ardiawan et al. (2020) also emphasized that overly teacher-centered Pancasila learning results in low student engagement.

Based on findings at SMA Negeri 1 Sukoharjo, problems were found in the implementation of Pancasila Education related to student enthusiasm in participating in class. The problems include: the learning process tends to be less interesting, monotonous, and non-interactive. Many teachers still use conventional teacher-centered lecture methods, resulting in students being passive, less enthusiastic, and not actively involved in the learning process. The abstract and textual nature of Pancasila Education materials often makes it difficult for students to understand important concepts such as moral values, citizenship, and the implementation of Pancasila in everyday life.

Various digital media such as animated videos, interactive PowerPoint presentations, Prezi, Oodlu, Pop-Up Books, Smart Boards, Quiziz, and Canva have been proven to increase student motivation and enthusiasm in learning Pancasila. Previous research has consistently shown that interactive media can significantly improve learning outcomes, conceptual understanding, and student interest in learning (Tanthowi et al., 2023; Sari et al., 2023; Angelina et al., 2023; Novianidy & Arimurti, 2024). One of the newest interactive media that is gaining popularity is ZEP Quiz (often written as Zep Quiz), a digital quiz platform that displays questions in the form of interactive games. This media allows students to learn while playing through real-time quizzes that are engaging, competitive, and easy to access. According to research by Ardiawan et al. (2025), the use of interactive media can significantly increase student attention, engagement, and understanding compared to conventional methods. However, although various interactive media have been widely used in learning, research on the use of ZEP Quiz specifically in the context of Pancasila Education at the high school level is still very limited. Therefore, this study was conducted to examine the use of ZEP Quiz as an interactive learning medium in increasing enthusiasm for learning Pancasila Education in grade X students of SMA N 1 Sukoharjo.

These findings strengthen the possibility that ZEP Quiz can be an effective alternative media to be applied in Pancasila Education learning. Although research on interactive media has been widely conducted, specific studies on the use of ZEP Quiz in Pancasila Education learning at the high school level are still limited. Based on these conditions, this study examines "The Utilization of ZEP Quiz as an Interactive Learning Media to Increase Enthusiasm for Learning Pancasila Education in Grade X Students of SMA N 1 Sukoharjo". This research is expected to provide new contributions to innovation in Pancasila Education learning at the high school level and offer relevant strategies in increasing student motivation and participation

THEORY REVIEW

Interactive learning media is a tool or method that enables two-way interaction between students and learning materials. According to research by Wulandari et al. (2023), interactive media plays a crucial role in helping students understand the fundamental values of Pancasila through the presentation of material that is easy to understand and engaging. This study found that the use of interactive media can increase students' learning motivation to a high level (84.3%). Similarly, Aini et al. (2024) demonstrated that Wordwall and Smart Board media significantly increased learning interest and completion. These findings indicate that students respond positively to learning using gamification technology and digital interaction. In this context, ZEP Quiz, as a digital quiz platform, holds strong relevance. ZEP Quiz provides a game-based learning experience that encourages students to compete healthily, think quickly, and actively engage in the learning process. This aligns with the findings of Umam et al. (2024) that technology-based interactive media can increase student enthusiasm and attention because it presents material in a more lively and dynamic manner.

This is consistent with Ardiawan (2024), who stated that visually appealing and easily accessible media can increase students' interest in learning Pancasila. The effectiveness of using interactive media in learning is influenced by several factors. According to research by Adityah et al. (2024), the availability of resources such as digital devices and internet access is crucial in supporting its implementation. At the high school level, the availability of personal devices and internet connections is usually more adequate, allowing for optimal implementation of the ZEP Quiz. Furthermore, teacher competence in operating digital media is a crucial factor in ensuring effective and targeted learning. Teachers need to be able to design quality questions, adjust the level of difficulty, and utilize the ZEP Quiz feature to provide direct feedback to students.

Despite its many advantages, the use of interactive media also presents challenges, such as teacher readiness, technological infrastructure, and the need to adapt materials. These challenges align with those described in research by Ardiawan et al. (2025), which found that limited internet access and teachers' lack of ability to utilize digital media can hinder the effectiveness of interactive learning. Therefore, school support is needed in the form of teacher training, improved network facilities, and the development of materials tailored to the characteristics of high school students.

METHOD

This research employed a descriptive qualitative approach, namely research aimed at describing phenomena factually and in depth in accordance with field conditions. According to Moleong (2019: 6), qualitative research seeks to understand social phenomena from the participants' perspectives through natural data collection, while Sugiyono (2017: 9) states that descriptive qualitative research is used to describe the condition of research objects in detail without manipulating variables. This research was conducted at SMA Negeri 1 Sukoharjo, Central Java, with 35 tenth-grade students as the main data sources

and the Civics (PPKn) teacher as a supporting informant. Data collection techniques included observation, namely direct observation of activities and behaviors of subjects in the field (Sugiyono, 2017: 145); interviews, namely directed conversations between the researcher and informants to obtain in-depth information (Moleong, 2019: 186); and documentation, namely data collection through relevant archives, photos, or records (Sugiyono, 2017: 240). Data analysis was carried out using the Miles and Huberman model (2014: 33), which includes four stages: data collection, data reduction, data presentation, and conclusion drawing, conducted interactively until data saturation was achieved.

RESULTS AND DISCUSSION

Utilization of ZEP Quiz as an Interactive Learning Medium to Increase Learning Enthusiasm in Pancasila Education among Grade X Students of SMA N 1 Sukoharjo

The research results show that the utilization of ZEP Quiz as an interactive learning medium in the Pancasila Education subject for grade X students of SMA N 1 Sukoharjo was implemented as part of a technology-based learning strategy. This utilization was carried out by integrating ZEP Quiz into learning activities to present questions directly related to Pancasila Education material. The use of interactive learning media is understood as the use of digital media that actively involves students in the learning process. Based on observation results, ZEP Quiz was utilized as an evaluation and reinforcement medium after the delivery of the main topics of Pancasila Education. Students worked on the questions online through digital devices with an attractive visual display. This utilization indicates that technology-based media can be used to facilitate more varied and less monotonous learning.

Observation results also show that ZEP Quiz was utilized by maximizing interactive features such as scoring systems, rankings, and time limits. These features were used by the teacher to create a more active and healthy competitive learning atmosphere. The use of gamification elements encouraged students' direct involvement in the learning process. In addition, questionnaire results show that ZEP Quiz was utilized as a medium for providing immediate feedback. After students answered the questions, the system automatically displayed correct or incorrect answers. The utilization of immediate feedback helped students recognize their level of understanding of Pancasila Education material.

The perspective of the Pancasila Education teacher was used as consideration in viewing the utilization of this media. The teacher assessed that ZEP Quiz was utilized as an alternative learning medium relevant to students' characteristics as a digital generation and could be used to support the delivery of Pancasila Education material in a more engaging way. The utilization of ZEP Quiz in Pancasila Education learning also shows that digital media can be used as a means to accommodate diverse student learning styles.

This media allows students to learn through visual displays, text, and direct interaction simultaneously. Thus, ZEP Quiz was utilized as a medium capable of bridging students' needs in understanding material more contextually.

This utilization made the learning process not only teacher-centered but also provided space for students to play an active role in the learning process. In addition, the utilization of ZEP Quiz helped teachers manage learning time more effectively. Questions that had been prepared beforehand could be used directly without requiring complicated additional preparation. This indicates that interactive learning media can be utilized as practical and efficient tools in Pancasila Education learning. The utilization of this media also made it easier for teachers to conduct learning evaluations directly and systematically.

The utilization of ZEP Quiz as an evaluation medium shows that assessment does not always have to be conducted conventionally. Through digital quizzes, students can be directly involved in the evaluation process without feeling pressured. This utilization supports the creation of a more relaxed yet directed learning atmosphere. In addition, the use of ZEP Quiz as material reinforcement helped students review important concepts of Pancasila Education in a more engaging way. The utilization of score and ranking features also shows that ZEP Quiz was used as a means to increase overall student participation. Teachers could utilize these features to encourage students to be more active in participating in learning. This utilization made Pancasila Education learning more dynamic and less monotonous.

ZEP Quiz media was also utilized to foster more independent learning habits among students. The utilization of ZEP Quiz allowed teachers to adjust the level of question difficulty to the material being taught. This indicates that the media is flexible and can be adapted to learning needs. The utilization of ZEP Quiz also helped teachers present abstract material in a more concrete form through applicative questions. Thus, Pancasila Education learning became easier for students to understand.

The utilization of ZEP Quiz as an interactive learning medium shows that digital media can be optimally used to support the Pancasila Education learning process, not only as an evaluation tool but also as a means of reinforcing material and increasing student engagement. This is in line with the opinion of Sanjaya et al. (2021), who state that interactive learning demands active student involvement through the use of varied media. The utilization of interactive learning media is also in accordance with modern learning approaches, because according to Sugiyono (2020), the appropriate use of learning media can increase the effectiveness of the learning process through the function of media as intermediaries to clarify learning messages. In this context, ZEP Quiz was utilized to bridge Pancasila Education material so that it is easier for students to understand.

In addition, the utilization of gamification features in ZEP Quiz, such as scores, rankings, and time limits, shows that this media was used to create a more dynamic learning atmosphere and encourage students to be actively involved in the learning process, as reinforced by the opinions of Tanthowi et al. (2023) and Mufatikhah et al. (2023), who state that technology-based learning media can be utilized to improve the quality of interaction in learning.

The utilization of ZEP Quiz as a medium for providing immediate feedback also shows that this media helped students reflect on their understanding, because rapid feedback allowed students to recognize mistakes and improve their understanding of Pancasila Education material, in accordance with the opinion of Paramasila (2021), who states that interactive media can increase learning effectiveness through direct responses to student learning outcomes.

In the context of Pancasila Education, the utilization of interactive learning media has strategic significance, because according to Ika Murtiningsih (2022: 46), youth are the next generation of the nation's struggle and ideals and have great potential, so they need to be optimally supported to become quality human resources. Therefore, Pancasila Education learning needs to be designed innovatively and relevant to the times. In line with this, Civic Education needs to be developed through innovative learning so that values of nationalism, social responsibility, tolerance, and justice can be internalized effectively among the younger generation, and the younger generation needs to be facilitated with learning that is adaptive to technological developments without losing national values.

Therefore, the utilization of ZEP Quiz in Pancasila Education learning shows that digital media can be used as a means of supporting value and character learning, not merely as an entertainment tool. The perspective of the Pancasila Education teacher as consideration further strengthens that the utilization of technology-based learning media is an important part of strengthening Pancasila Education in the era of globalization, in line with the opinions of Widiatmaka (2021) and Widiastuti et al. (2022), who state that learning media innovation needs to be utilized to adjust learning to the characteristics of the digital generation. Thus, the utilization of ZEP Quiz as an interactive learning medium in the Pancasila Education subject for grade X students of SMA N 1 Sukoharjo is not only empirically relevant but also has a strong theoretical foundation in supporting learning effectiveness, character strengthening, and the achievement of Pancasila Education objectives.

Based on the explanation above, the conclusions regarding the utilization of ZEP Quiz as an interactive learning medium in the Pancasila Education subject for grade X students of SMA N 1 Sukoharjo are as follows: first, ZEP Quiz was utilized as part of a technology-based learning strategy by integrating it into learning activities to present questions directly related to Pancasila Education material.

This utilization was carried out as an evaluation and reinforcement medium after the delivery of the main topics, so that students could be actively involved in the learning process through digital devices; second, ZEP Quiz was utilized by optimizing interactive features such as scoring systems, rankings, time limits, and immediate feedback. These features were used by teachers to create a more active, healthy competitive, and interactive learning atmosphere, while also helping students recognize their level of understanding of Pancasila Education material directly; third, ZEP Quiz was utilized as a learning medium capable of accommodating diverse student learning styles through a combination of visual displays, text, and direct interaction. This utilization made the learning process not only teacher-centered but also provided space for students to play an active role in understanding Pancasila Education material more contextually; and fourth, ZEP Quiz was utilized as a practical, flexible, and efficient learning medium in supporting the implementation of Pancasila Education learning. This media helped teachers manage learning time, conduct evaluations directly and systematically, adjust the level of question difficulty to the material taught, and present abstract material more concretely through applicative questions.

The Impact of Using ZEP Quiz as an Interactive Learning Medium to Increase Learning Enthusiasm in Pancasila Education among Grade X Students of SMA N 1 Sukoharjo

The research results show that the use of ZEP Quiz as an interactive learning medium had a positive impact on students' learning enthusiasm in the Pancasila Education subject for grade X students of SMA N 1 Sukoharjo. This impact was evident in changes in students' learning attitudes, indicated by increased attention, enthusiasm, and active involvement during the learning process. Learning enthusiasm is an affective condition that reflects students' interest, enjoyment, and involvement in learning activities. Based on observation results, students stated that after using ZEP Quiz, they felt more motivated and less easily bored when participating in Pancasila Education learning. Students showed increased focus and learning readiness during learning activities. This finding indicates that interactive learning media have an impact on student motivation, which plays an important role in determining the intensity and quality of student engagement in learning.

Observation results also show that game elements in ZEP Quiz had an impact on the emergence of enjoyment and challenge in learning. Students were encouraged to participate actively because of the scoring and ranking systems, so game-based learning was able to increase students' interest and learning enthusiasm. In addition, the use of ZEP Quiz had an impact on increasing students' self-confidence in answering Pancasila Education questions. Students felt more confident to try and were not afraid of making mistakes because the quiz system provided immediate feedback. Rapid feedback in learning also increased students' self-confidence and involvement.

The perspective of the Pancasila Education teacher, used as consideration, also shows that after using ZEP Quiz, students appeared more active and responsive during learning. The teacher assessed that the classroom atmosphere became more lively and interactive, so interactive learning had a positive impact on classroom dynamics and student participation. In addition, the increase in students' learning enthusiasm indicates that the use of interactive learning media was able to create a more conducive and enjoyable learning atmosphere. Students were not only physically present in the classroom but also emotionally and cognitively involved in learning.

Increased enthusiasm made students more prepared to receive conceptual Pancasila Education material. Students appeared more enthusiastic in following each stage of learning, especially during quiz activities. This condition indicates that technology-based learning can reduce boredom in the learning process. Another visible impact was the increased courage of students to try answering questions without fear of making mistakes. This courage reflects positive changes in attitudes toward the learning process. Students viewed mistakes as part of the learning process rather than as failures. This created a more supportive learning climate and encouraged more active interaction among students.

The use of ZEP Quiz also had an impact on increasing student concentration due to the time limits for answering questions. Students became more focused on paying attention to the questions and material presented. Increased focus contributed to sustained student engagement throughout the learning process. From the teacher's perspective, increased student enthusiasm made classroom management easier and maintained the continuity of learning. Students showed interest and active participation independently without having to be frequently reminded. Thus, the use of ZEP Quiz had a positive impact on the overall quality of Pancasila Education learning.

The impact of increased student learning enthusiasm through the use of ZEP Quiz shows that technology-based interactive learning media are able to create more engaging and meaningful learning experiences. Increased enthusiasm is reflected in students' active involvement during learning, indicating that students no longer act as passive recipients of information but as learning subjects who are directly involved. This is in line with the opinion of Sanjaya et al. (2021), who state that interactive learning encourages active involvement of learners in the learning process.

The impact of using ZEP Quiz was also seen in increased student interest in the Pancasila Education subject. Subjects previously perceived as theoretical became more interesting because they were packaged in the form of interactive quizzes. This condition is in line with the opinion of Tanthowi et al. (2023) that technology-based learning media can increase student interest through more varied and engaging material presentation.

Gamification features in ZEP Quiz, such as scores, rankings, and time limits, had an impact in the form of increased student enthusiasm in participating in learning. Healthy competition elements encouraged students to focus and strive to answer questions better. This is consistent with the opinion of Mufatikhah et al. (2023), who state that gamification elements in digital media can increase student motivation and learning enthusiasm.

Immediate feedback provided by ZEP Quiz also had a positive impact on students' self-confidence. Students could immediately see their answer results and understand mistakes made, thus being encouraged to improve their understanding. This impact is in line with the opinion of Paramasila (2021), who states that interactive learning media with immediate feedback can increase student engagement and interest in learning.

In the context of Pancasila Education, increasing student learning enthusiasm has strategic significance. According to Ika Murtiningsih (2022: 46), youth are the next generation of the nation's struggle and ideals who need to be supported to develop into quality human resources. High learning enthusiasm is one indicator of the readiness of the younger generation to receive and internalize Pancasila values. Civic Education needs to be developed through innovative learning so that national values can be instilled effectively.

The impact of using ZEP Quiz in increasing learning enthusiasm shows that interactive learning media can be a means of supporting the achievement of Pancasila Education objectives, especially in building motivation and engagement among students as the younger generation. Thus, the impact of using ZEP Quiz as an interactive learning medium is not only seen in increased student learning enthusiasm but also in the creation of a more lively, engaging, and relevant Pancasila Education learning atmosphere in accordance with the characteristics of students as a digital generation.

Based on the explanation above, the conclusions regarding the impact of using ZEP Quiz as an interactive learning medium to increase learning enthusiasm in Pancasila Education among grade X students of SMA N 1 Sukoharjo are as follows: first, the use of ZEP Quiz had an impact on increasing student learning enthusiasm, indicated by changes in learning attitudes in the form of increased attention, enthusiasm, and active involvement during the Pancasila Education learning process; second, the use of ZEP Quiz had an impact on increasing student motivation and learning focus, so that students felt more interested, less easily bored, and more prepared to participate in learning activities; third, game elements and immediate feedback in ZEP Quiz had an impact on increasing students' enjoyment, courage, and self-confidence in answering questions and correcting mistakes; and fourth, the use of ZEP Quiz had an impact on creating a more lively, interactive, and conducive Pancasila Education learning atmosphere, characterized by increased student participation and classroom dynamics during the learning process.

CONCLUSION

Based on the research results and discussion, it can be concluded that the utilization of ZEP Quiz as an interactive learning medium in the Pancasila Education subject for grade X students of SMA N 1 Sukoharjo was proven to effectively increase students' learning enthusiasm. The impacts of using ZEP Quiz as an interactive learning medium to increase learning enthusiasm in Pancasila Education include: 1) serving as a learning tool that can increase student learning activity; 2) increasing student attention, enthusiasm, motivation, focus, and self-confidence in learning; 3) creating a more lively, interactive, and conducive learning atmosphere; and 4) helping teachers manage learning more practically, efficiently, and in line with the characteristics of students as a digital generation. Thus, the utilization of ZEP Quiz is proven to support the effectiveness of Pancasila Education learning while also contributing to building student engagement and sustained learning enthusiasm.

RECOMMENDATION

Teachers and schools are advised to utilize the ZEP Quiz as an interactive learning medium integrated with the objectives and materials of Pancasila Education to make the learning process more engaging and meaningful. Teachers need to design contextual questions that link Pancasila values to students' daily lives to increase participation and enthusiasm for learning. Schools are expected to support the use of the ZEP Quiz by providing infrastructure and training for teachers to optimize the use of digital media. Furthermore, evaluation and reflection on learning outcomes through the ZEP Quiz need to be conducted continuously to ensure increased student enthusiasm for learning in line with the strengthening of Pancasila values.

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