

UTILIZATION OF QUIZIZZ PAPER MODE MEDIA AS AN INNOVATION IN PAI LEARNING EVALUATION AT STATE ELEMENTARY SCHOOL 2 BANDA SAKTI

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Abstract

The implementation of Quizizz Paper Mode as an innovative evaluation tool in Islamic Religious Education (PAI) at SD Negeri 2 Banda Sakti was developed to address the need for a more effective, engaging, and learner-friendly assessment technique suitable for elementary school students. This study aims to describe how Quizizz Paper Mode is applied in the PAI evaluation process and to identify its influence on students' motivation and comprehension. The Paper Mode feature was selected because it integrates the advantages of digital assessment with the convenience of QR-code-based access, making it suitable even for students who do not own personal electronic devices. This research employed a qualitative descriptive approach involving PAI teachers and students as participants. Data were gathered through observations, interviews, and documentation throughout the implementation of the media. The findings reveal that Quizizz Paper Mode successfully fosters a more interactive, enjoyable, and non-monotonous evaluation environment. Teachers benefit from simplified scoring procedures, as the system automatically checks responses, reduces the likelihood of errors, and accelerates the analysis of learning outcomes. Moreover, students demonstrated greater engagement due to the appealing presentation of questions and the assessment format that differs from conventional methods. The challenges encountered mainly relate to technical readiness, including internet availability and teachers' initial proficiency in operating the application. Overall, this innovation effectively supports PAI learning evaluation and holds significant potential for further development within elementary education contexts.

Keywords: Quizizz Paper Mode, Learning Assessment, Islamic Religious Education, Innovative Evaluation, Learning Motivation, Elementary School.

INTRODUCTION

The development of digital technology in today's education world has brought major changes to the way teachers design learning and evaluation processes (Ahmad Afandi Hasan et al., 2025). Technology is no longer seen as a complementary tool, but has become an integral element of various teaching and learning activities, especially in assessment systems that have been considered less varied and less able to foster active student participation. This condition requires teachers to continue to develop creativity in selecting more innovative learning and evaluation media, so that the learning atmosphere created becomes more lively, enjoyable, and relevant to the needs of students. One form of innovation that is increasingly receiving attention is the use of digital-based evaluation media, such as Quizizz. However, not all elementary school students have digital devices or stable internet access. Therefore, the presence of Quizizz Paper Mode is a very appropriate alternative to bridge the limitations of facilities while encouraging the implementation of more modern evaluations. (Putra et al., 2025) Advances in information and communication technology (ICT) have brought significant changes in the world of education, both in terms of approaches, media, and learning strategies. 21st-century education demands an active, creative, and student-centered learning process (Pertiwi et al., 2022). The role of teachers is no longer limited to conveying information, but also as facilitators, motivators, and mentors who help students construct their knowledge independently. Within this framework, the use of digital learning media is a crucial need, especially media that can combine elements of entertainment, challenges, and assessment in an engaging way. One such media that is now widely used is Quizizz, a game-based learning platform that allows teachers to create interactive quizzes to increase student engagement and

motivation. The use of Quizizz Paper Mode also supports the implementation of authentic assessments that assess students holistically, not limited to cognitive aspects but also encompassing affective and psychomotor aspects (Damaianti et al., 2024). The varied features on Quizizz allow teachers to create questions in various formats, such as multiple-choice, short answer, and case studies that require critical thinking. This is in line with the direction of 21st century education which emphasizes the development of critical, creative, communicative, and collaborative thinking skills.

The Quizizz platform is an educational technology innovation that has successfully transformed the traditional learning evaluation process. As an interactive, game-based learning platform, Quizizz creates a more enjoyable, competitive, and meaningful learning environment for students (Arianto, 2024). Through its engaging interface design, dynamic color palette, and communicative visual elements, Quizizz serves not only as an assessment tool but also as a learning tool that enhances student emotional engagement. Its automated assessment system facilitates teachers in obtaining fast, accurate, and objective results without the need for manual review. Furthermore, instant feedback allows students to identify errors and improve their understanding immediately. Thus, Quizizz serves not only as an evaluation tool but also as a learning reflection tool that helps students develop a deeper understanding of concepts (Utami et al., 2024).

As one of the elementary education institutions in Lhokseumawe City, SD Negeri 2 Banda Sakti has a strong commitment to improving the quality of learning, including in Islamic Religious Education (PAI). Islamic Religious Education not only aims to provide a cognitive understanding of Islamic teachings but also shapes students' attitudes and behavior. Therefore, the evaluation process must be designed in such a way as to be able to reflect learning achievements comprehensively. Challenges faced by PAI teachers in general are low student enthusiasm during traditional evaluations, a lack of varied test methods, and monotonous question displays that quickly make students bored. By observing these conditions, PAI teachers at SD Negeri 2 Banda Sakti are trying to use Quizizz Paper Mode as a breakthrough that combines digital and manual elements harmoniously. (Pakudu & Safaat, 2024)

From a teacher's perspective, implementing Quizizz Paper Mode offers significant benefits in terms of time efficiency and assessment accuracy. Teachers can shift their focus from administrative tasks like correcting exam results to more substantive activities, such as analyzing learning outcome data and designing instructional improvements. Data obtained from the Quizizz system can serve as a basis for teachers to evaluate the effectiveness of teaching methods and determine strategies for improving subsequent learning. Beyond technical convenience, the Paper Mode feature also offers important pedagogical value. The use of paper still involves writing, which can train students' concentration and motor skills, while the automatic scanning and scoring process allows teachers to obtain learning outcome data more quickly and comprehensively. This data can be used by teachers to analyze student achievement, identify learning difficulties, and design more targeted follow-up strategies. In this way, the evaluation process no longer stops at assessing results but develops into a reflective effort to continuously improve the learning process. (Lesviza et al., 2024)

Quizizz Paper Mode was chosen because this feature allows teachers to display more engaging questions through QR codes printed on the exam sheets. Students simply use a special sheet equipped with a specific code so that the system can automatically recognize their answers. Even students who do not have a device can still participate in the full evaluation, because the answers are scanned and processed by the digital system. Thus, this feature is inclusive and provides equal opportunities for all students. On the other hand, teachers also receive significant benefits, such as ease of correcting answers, accuracy of results, and speed in summarizing grades because all processes are carried out automatically by the system. (Hakiki & Iskandar, 2025) As time goes by, the need for more efficient, adaptive, and enjoyable evaluations is increasing. The implementation of Quizizz Paper Mode is a form of innovation that has important value in improving the quality of Islamic Religious Education learning (Fitriyah, 2023). Students today live in an environment very close to interesting visualizations and interactive activities, so technology-based evaluations—although not completely digital—are better able to increase their concentration and interest. The use of Quizizz Paper Mode creates an evaluation atmosphere that is different from conventional written exams. Students feel more relaxed, enthusiastic, and challenged because the questions are not monotonous and there are game elements that provide new experiences in evaluation activities. (Cahyani & Putranto, 2024)

Furthermore, this technology also promotes more objective and accurate assessments. Manual correction errors are minimized because all answers are analyzed by the system. Teachers no longer have to spend significant time correcting individual answer sheets, freeing them to focus on analyzing learning outcomes, planning follow-up actions, and improving teaching strategies. Score analysis, presented in graphs or diagrams, also facilitates teachers'

comprehensive understanding of student progress, enabling more targeted decisions regarding remediation, enrichment, or method adjustments.

However, utilizing Quizizz Paper Mode still presents challenges. In the initial stages of implementation, teachers must understand how to operate the available features, requiring training and mentoring. A stable internet connection is also a crucial factor for ensuring a smooth evaluation process. Furthermore, students must adapt to the new evaluation system, although most adapt quickly due to the unique interface and exam mechanism. These challenges are certainly not significant if schools and teachers are committed to continuous learning and open to innovation. Research on the use of Quizizz Paper Mode at SD Negeri 2 Banda Sakti is highly urgent because it can provide a concrete picture of the implementation of digital-based evaluation innovations in Islamic Religious Education (PAI) learning at the elementary school level. The findings of this study are expected to enrich teachers' understanding of the benefits, obstacles, and strategic steps in optimizing this medium. Furthermore, this research can serve as a reference for other schools seeking to improve the quality of learning evaluation through the use of flexible and accessible digital media. Thus, this innovation not only provides a more engaging evaluation experience but also contributes to the formation of a learning culture that is more creative, modern, and in line with the needs of today's generation. Overall, the use of Quizizz Paper Mode in Islamic Religious Education (PAI) learning evaluation is a crucial step in responding to the demands of education in the digital age. This innovation not only helps teachers simplify administrative tasks but also provides students with the opportunity to experience a more interactive and meaningful evaluation experience. With proper implementation, Quizizz Paper Mode can be an instrument that strengthens the Islamic Religious Education (PAI) learning process and supports the realization of a more inclusive, effective, and relevant basic education system in line with ever-changing technological developments.

METHOD

This study uses a qualitative descriptive approach that aims to provide an in-depth understanding of the use of Quizizz Paper Mode Media as an innovation in evaluating Islamic Religious Education (PAI) learning at SD Negeri 2 Banda Sakti. The qualitative approach was chosen because it is able to reveal the implementation process, teacher experiences, and student responses in more detail and comprehensively. The research subjects included PAI teachers as the evaluators and students who participated in the assessment process using Quizizz Paper Mode. Data were collected through direct observation during the evaluation, interviews with PAI teachers to obtain information related to planning, implementation, and emerging obstacles, and short interviews with students to determine their experiences, enthusiasm, and perceptions of the evaluation media. In addition, documentary data such as activity photos, recordings of the evaluation process, and the results of student score analysis were also used as supporting evidence to strengthen the findings.

The research process began with the preparation stage, which included an initial review, determining the research class, and developing instruments in the form of observation and interview guidelines. Furthermore, during the implementation stage, the researcher directly observed the implementation of Quizizz Paper Mode in the PAI evaluation, observing student responses, and observing the dynamics that occurred during the assessment process. The final stage was data analysis, which was carried out through a gradual process of data reduction, data presentation, and drawing conclusions. The entire analysis process was carried out continuously to ensure that the research results truly reflect the conditions in the field. Through this method, the research is expected to provide a clear picture of the effectiveness, benefits, and obstacles in implementing Quizizz Paper Mode in the evaluation of PAI learning at the elementary school level.

RESULTS AND DISCUSSION

The research results show that the use of Quizizz Paper Mode Media in the evaluation of Islamic Religious Education learning at SD Negeri 2 Banda Sakti has made a significant contribution to improving the quality of the assessment process and the learning experience of students. The implementation of this media began with a socialization activity for Islamic Religious Education teachers, then continued with the trial stage in the formative and summative evaluations. Based on the results of observations, Quizizz Paper Mode effectively overcomes the obstacle of limited digital devices for students which previously hampered the implementation of technology-based evaluations. Even though students do not use devices, teachers can still utilize the digital system to validate answers automatically by scanning the QR code on the question sheet. This mechanism makes the assessment process faster, more precise, and saves time.

During the evaluation, students showed very positive reactions. They appeared enthusiastic because the questions were neater, more attractive, and different from the typical paper exam. The QR codes on each answer option provided a new experience that piqued curiosity. Observations showed that students were more focused, more thorough, and took their time when working on the questions, as the systematic layout made them feel challenged. This resulted in increased concentration and motivation to learn. Furthermore, the modern-looking evaluation format suggested that Islamic Religious Education (PAI) subjects could be adapted to technological developments, thus making students' perceptions of PAI learning more positive and relevant.

In terms of academic achievement, data shows an increase in learning completion in classes using Quizizz Paper Mode compared to classes still using traditional evaluation (Nafi et al., 2024). The automatic correction system allows teachers to obtain immediate score reports, including class averages, the number of students achieving the Minimum Competency (KKM), competency achievement levels, and item analysis. This information is crucial for teacher reflection in improving learning, analyzing material that students have not yet mastered, and designing follow-up actions. Furthermore, the administrative burden on teachers is drastically reduced. Whereas previously teachers had to manually check dozens or hundreds of answer sheets, the assessment process can now be completed in minutes, with objective results free from correction errors.

From a pedagogical perspective, the use of Quizizz Paper Mode supports the implementation of valid, reliable, practical, and objective evaluation principles. Validity is increased because questions are stored within the system, thus minimizing the risk of changing question content. Reliability is guaranteed because assessments take place through an automated mechanism that is consistent for all students (Prof. Dr. Awaluddin Tjalla et al., 2023). Practicality is increasingly prominent, especially in elementary schools with large student populations, because teachers can conduct evaluations without requiring a lot of additional documentation. Assessment is also more objective, because all answers are processed based on the same standards without subjective intervention.

Further discussion shows that this innovation not only has technical impacts but also influences the learning culture. Teachers become more open to the use of educational technology and are encouraged to try other creative evaluation methods. Students also experience a more enjoyable, interactive, and less stressful learning environment because the process resembles an educational game. However, the study found challenges such as the need for training for teachers unfamiliar with digital devices and the need for school facilities such as printers and internet connections when creating questions. However, these obstacles can be overcome through mentoring and scheduling the use of school resources (Cheline Nismeta Rotua Mendrofa, Eko Kuntarto, 2025).

Overall, the research findings confirm that Quizizz Paper Mode is an effective, efficient, and easily adaptable evaluation innovation for Islamic Religious Education (PAI) learning at SD Negeri 2 Banda Sakti. This tool not only improves assessment quality but also helps transform the learning environment into a more positive one, increases student motivation, and supports teachers in implementing data-based evaluation and ongoing reflection.

This section discusses in more depth how the Quizizz Paper Mode was implemented as an innovative form of Islamic Religious Education (PAI) learning evaluation at SD Negeri 2 Banda Sakti. The analysis was conducted by connecting field data from observations, interviews, and documentation, then linking it to modern evaluation theory and developments in educational technology. With this approach, the use of Quizizz Paper Mode is viewed not only from a technical perspective but also from a pedagogical, psychological, and practical perspective for teachers and students.

1. Quizizz Paper Mode as an Adaptive Digital Evaluation Solution

The implementation of Quizizz Paper Mode in elementary schools emerged as a response to students' limited digital device ownership. This was a major consideration at SD Negeri 2 Banda Sakti, where the majority of students lacked personal devices. Quizizz Paper Mode provides an assessment alternative that remains digital but can be completed on paper. Questions created by teachers on the Quizizz platform are printed with a QR code that identifies the answer choices. Once completed, students' worksheets are scanned using the app, resulting in scores appearing automatically.

Classroom implementation demonstrated that teachers could conduct evaluations without significant obstacles. Students could take exams as if they were taking a regular assessment, while teachers benefited from a faster and more accurate automated checking system. The neat question format and engaging QR codes made the evaluations feel different and more interactive. Thus, Quizizz Paper Mode serves as a bridge, enabling the use of technology without requiring students to have digital devices (Khoiron, 2021).

2. Transformation of Evaluation Models in Islamic Religious Education Learning

Before this innovation, Islamic Religious Education (PAI) evaluations relied heavily on conventional methods: written tests that required manual correction. This process was often time-consuming, especially as teachers had to check numerous answer sheets individually. This was not only tiring but also impacted the accuracy of assessments. With the introduction of Quizizz Paper Mode, the evaluation process has shifted to a more efficient and systematic approach. Teachers receive grades instantly, and learning outcome analysis is also available automatically, including question difficulty levels and class completion percentages.

This change impacted the dynamics of classroom learning. Students appeared more enthusiastic about participating in the assessments because the format wasn't boring. They felt a renewed sense of curiosity and enthusiasm when they saw the QR code-enabled test sheets. Meanwhile, teachers found it helpful because administrative work could be significantly reduced. Thus, evaluations were no longer seen as a burdensome task but rather as an integral part of learning that supports the effectiveness of the teaching process (Laila Laila et al., 2024).

3. Influence on Learning Achievement and Teacher Reflection

The research results showed an improvement in student performance after using Quizizz Paper Mode. Students' average scores increased because they worked on the questions more calmly and confidently. The relaxed evaluation environment positively impacted student performance. The enjoyable evaluation enabled them to demonstrate their abilities more optimally.

From a teacher perspective, the automatic analysis feature helps them more accurately understand student difficulties. Data on the most frequently incorrect questions or material that hasn't been fully understood provides valuable information for improving learning. This makes it easier for teachers to reflect, design remedial measures, or refine teaching strategies for the next session. In other words, Quizizz Paper Mode serves not only as an evaluation tool but also as a learning diagnostic instrument.

4. Pedagogical Perspectives in Evaluation: Validity, Reliability, Objectivity, and Practicality

In terms of pedagogy, the use of Quizizz Paper Mode demonstrates that the system meets the criteria for a good evaluation. In terms of validity, questions prepared through the platform are more structured and aligned with core competencies. Reliability is increased because the assessment is conducted by a consistent and unchanging system. Objectivity is evident in the absence of teacher involvement in the correction process, ensuring that assessments are not influenced by personal bias. Meanwhile, practicality is paramount, as teachers' workload is significantly reduced. Processes that require significant time and effort can be condensed into minutes.

By meeting these four evaluation aspects, Quizizz Paper Mode has proven feasible not only for Islamic Religious Education but also for other subjects. This mode offers a technological innovation that is user-friendly for elementary schools because it doesn't rely on student devices.

5. Technical Constraints and Implementation Challenges

Despite its numerous advantages, using this medium still presents challenges. One of the most common challenges is internet connection issues during scanning. Printer and ink availability are also crucial supporting factors. Furthermore, teachers' digital literacy skills are crucial for the success of Quizizz Paper Mode. Some teachers still need time to adapt to the existing features.

However, these challenges are technical and can be overcome through training, mentoring, and good time management. Once teachers become accustomed to using this media, the process of using it can be very quick and efficient. The technical obstacles faced have proven to be far outweighed by the significant benefits received.

6. Influence on Students' Motivation and Learning Attitudes

Research results show that students experienced increased motivation when participating in the assessment using Quizizz Paper Mode. They felt that the assessment was no longer synonymous with tension. The engaging question sheets and digital assessment system made students more focused and enthusiastic (Asria et al., 2021). This change in attitude impacted the overall quality of Islamic Religious Education (PAI) learning. Students became more active in asking questions, more enthusiastic about reviewing the material, and better prepared for the next assessment. Students' intrinsic motivation also increased, especially because they could see results quickly. Curiosity about grades and a desire to improve themselves became positive drivers that supported long-term academic development (Cahyani & Putranto, 2024).

7. Broad Impact on Islamic Education Learning and 21st Century Learning

The use of Quizizz Paper Mode has broader implications for Islamic Religious Education (PAI) teaching practices in elementary schools. Teachers not only gain an efficient evaluation tool but also a means to foster students' digital literacy from an early age. Furthermore, this assessment model aligns with the demands of 21st-century learning, which emphasizes the use of technology and data analysis in the educational process.

This innovation also has the potential to inspire teachers in other subjects to try a similar approach. Evaluation using technology no longer requires expensive equipment but can be adapted to school conditions. Thus, Quizizz Paper Mode contributes to the renewal of the evaluation system in elementary schools while strengthening the integration of technology into the learning process (Mahmudi et al., 2025).

CONCLUSION

Based on the research results, it can be concluded that the use of Quizizz Paper Mode as a form of innovation in Islamic Religious Education (PAI) learning evaluation at SD Negeri 2 Banda Sakti successfully provided a more engaging, interactive assessment experience, and in accordance with the demands of modern learning. This media not only makes it easier for teachers to conduct evaluations, but also increases student engagement, enthusiasm, and concentration during tests. Student enthusiasm was evident when they worked on questions using specially coded sheets that were then scanned through the teacher's device, so that the assessment process felt more varied and not boring like traditional evaluation methods. In addition to increasing student comfort, Quizizz Paper Mode also speeds up the process of checking answers and reduces errors because the system automatically processes test results accurately. For teachers, this media makes it easier to obtain learning outcome data that is neater and more systematic so that competency achievement analysis can be carried out more effectively. Overall, the implementation of Quizizz Paper Mode in Islamic Religious Education (PAI) learning has been proven to provide significant benefits through increased efficiency, assessment accuracy, and evaluation quality without the need for digital devices in the hands of students. Thus, this media is a modern, simple, economical evaluation alternative, and is able to create a more conducive and productive learning atmosphere at SD Negeri 2 Banda Sakti.

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