

AhmadZakiDzulfikar_Teacher's and Students' Perceptions of Wayground as a Learning Assessment in English Language Teaching.pdf

by Turnitin No Repository

Submission date: 30-May-2026 02:25PM (UTC+0900)

Submission ID: 2940239943

File name:

AhmadZakiDzulfikar_Teacher_s_and_Students_Perceptions_of_Wayground_as_a_Learning_Assessment_in_English_Language_Teaching.pdf
(832.71K)

Word count: 8915

Character count: 53048

Teacher's and Students' Perceptions of Wayground as a Learning Assessment in English Language Teaching [Persepsi Guru dan Siswa terhadap Penggunaan Wayground sebagai Asesmen Pembelajaran dalam Pengajaran Bahasa Inggris]

Ahmad Zaki Dzulfikar¹⁾, Niko Fediyanto^{*2)}

1,2)Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia

*Corresponding Author Email: nikofediyanto@umsida.ac.id

Abstract. This study explores teacher's and students' perceptions of the use of Wayground as a learning assessment tool in English language teaching. The study employed a qualitative research method involving one English teacher and five senior high school students in Sidoarjo, Indonesia. Data were collected through semi-structured interviews and analyzed using thematic analysis based on the Technology Acceptance Model (TAM), focusing on perceived usefulness, perceived ease of use, and attitude. The findings reveal that Wayground positively influences classroom assessment by increasing student engagement, motivation, and participation through interactive gamification features such as leaderboards, avatars, and instant feedback. Students perceived the platform as helpful in improving their understanding of English materials, while teachers found it beneficial for classroom management and assessment efficiency through automatic grading and real-time reports. In terms of ease of use, both teachers and students considered the platform practical and accessible because it can be used directly through web browsers without installing additional applications. Furthermore, the platform created a more enjoyable and less stressful assessment atmosphere, encouraging active participation and healthy competition among students. However, unstable internet connections remained the main challenge during implementation. Overall, the study concludes that Wayground is a valuable and engaging digital assessment tool that supports interactive English language learning in secondary school contexts.

Keywords - Wayground, Learning Assessment, Students' Perceptions, Gamification, English Language Teaching, Technology Acceptance Model.

Abstrak. Penelitian ini bertujuan untuk mengeksplorasi persepsi guru dan siswa terhadap penggunaan Wayground sebagai alat asesmen pembelajaran dalam pengajaran bahasa Inggris. Penelitian ini menggunakan metode penelitian kualitatif dengan melibatkan satu guru bahasa Inggris dan lima siswa sekolah menengah atas di Sidoarjo, Indonesia. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik berdasarkan kerangka Technology Acceptance Model (TAM), yang berfokus pada perceived usefulness, perceived ease of use, dan attitude. Hasil penelitian menunjukkan bahwa Wayground memberikan pengaruh positif terhadap proses asesmen di kelas dengan meningkatkan keterlibatan, motivasi, dan partisipasi siswa melalui fitur gamifikasi interaktif seperti leaderboard, avatar, dan umpan balik instan. Siswa memandang platform ini membantu mereka memahami materi bahasa Inggris dengan lebih baik, sementara guru menilai Wayground bermanfaat dalam mendukung pengelolaan kelas dan efisiensi asesmen melalui penilaian otomatis serta laporan hasil belajar secara langsung. Dari aspek kemudahan penggunaan, baik guru maupun siswa menganggap platform ini praktis dan mudah diakses karena dapat digunakan langsung melalui browser tanpa perlu menginstal aplikasi tambahan. Selain itu, Wayground menciptakan suasana asesmen yang lebih menyenangkan dan tidak menegangkan sehingga mendorong partisipasi aktif serta kompetisi yang sehat antar siswa. Namun, koneksi internet yang tidak stabil masih menjadi tantangan utama dalam implementasinya. Secara keseluruhan, penelitian ini menyimpulkan bahwa Wayground merupakan alat asesmen digital yang inovatif dan menarik dalam mendukung pembelajaran bahasa Inggris yang interaktif pada konteks sekolah menengah.

Kata Kunci - Wayground, Asesmen Pembelajaran, Persepsi Siswa, Gamifikasi, Pengajaran Bahasa Inggris, Technology Acceptance Model.

I. INTRODUCTION

English plays an extremely vital role in various global sectors, ranging from tourism and education to economics and daily communication. This phenomenon highlights that the need for English proficiency in Indonesia is highly urgent to face global competition. Responding to this need, the Indonesian government, through the Ministry of Education and Culture, has taken strategic steps by designating English as a compulsory subject and continuously striving to refine teaching strategies through the latest curriculum to improve student competence at the secondary school level [1]. This policy is expected to equip the younger generation with cross-cultural communication skills

essential for their future. However, the reality on the ground shows that English education in Indonesia still faces serious challenges in both curriculum implementation and the learning process [2]. This condition demands a deep Assessment of the teaching strategies applied in the classroom to align with students' needs.

These challenges include students' difficulties in adapting to complex learning materials [3]. This complexity often makes students feel overwhelmed before they truly grasp the core of the lesson being delivered. In the context of English learning, mastery of the material becomes a fundamental aspect that determines student success. Without adequate mastery of the material, students were face significant obstacles in understanding complex texts, constructing grammatical sentences, and communicating effectively in various situations [4]. This inability were certainly impede the process of knowledge transfer and students' social interaction within the school environment. Recent studies indicate that the majority of students struggle to remember and apply new information, largely due to the use of monotonous and less varied teaching methods [5]. Rigid conventional methods tend to place students as passive recipients, resulting in low absorption of the material. A case study even revealed that the primary cause of students' difficulties is infrequent practice and a lack of interaction in using the language, which directly impacts weak information retention [6]. Consequently, students lose the confidence to practice what they have learned in real-life situations.

To overcome these issues, innovations in learning Assessment methods that are more interactive and engaging are needed. One effective strategy is the integration of educational games into the learning process. This approach not only creates a fun and pressure-free learning atmosphere but also helps students remember and understand materials and language structures more effectively [7]. Thus, the Assessment process is no longer perceived as a frightening burden, but rather as a fun challenge to be completed. Gamification strategies have been proven to significantly enhance student engagement and improve their English skills in this digital era [8]. This technology bridges the gap between students' daily digital habits and their academic needs at school. In this active learning environment, students' enthusiasm for participation increases, allowing new materials to be absorbed more easily.

One potential educational game medium to be applied is Wayground. This game-based learning platform offers a multiplayer activity experience in the classroom, making practice sessions much more interactive compared to conventional methods [9]. This multiplayer interaction triggers a spirit of healthy competition rarely found in standard written practice methods. The application is equipped with various types of questions and supported by an engaging interface featuring avatars, real-time scores, and humorous memes relevant to the students' world [10]. These visual and audio elements create an immersive learning experience, preventing students from easily feeling bored. Competitive features such as leaderboards and timers have proven effective in reducing boredom and significantly improving students' retention of the information studied [11]. The time pressure in the game actually trains students to think quickly and precisely in making decisions. Furthermore, the use of game-based media in secondary schools is perceived positively by students as it can create a supportive and motivating learning environment [12]. This positive environment is crucial for building a winning mentality and students' self-confidence in facing assessment. Students feel more comfortable, experience less anxiety, and ultimately strengthen their understanding of the evaluated material [13]. This psychological comfort is a key factor in the success of students' cognitive processes when digesting new information.

Various empirical studies have supported the effectiveness of using Wayground in learning. Al-Jannah et al. found a very positive response from students regarding the ease of using this application, where they enjoyed the learning process presented [14]. This positive response indicates that technical barriers are not a significant issue for students in adopting this technology. This finding aligns with other research concluding that Wayground significantly helps students retain information in their long-term memory due to a learning process that involves emotional engagement and active interaction [15]. Strong emotional involvement makes the material studied easier to remember and easier to memorize.

In the pre-observation activities, it was found that this school actively utilizes the Wayground application in the learning process. According to the subject teacher, this approach has proven to help students feel more enthusiastic because it presents a fun learning atmosphere through interactive game elements. The skills taught during the assessment in this study focused on vocabulary and grammar. However, the use of this platform was not intended to limit the scope of learning to only these two components. This was due to time constraints, which made it impossible for researchers to observe all language skills simultaneously in a single observation period.

Understanding students' perceptions of using Wayground is crucial because such perceptions are directly correlated with their motivation and engagement in learning English. Positive perceptions tend to encourage active participation, increase intrinsic motivation, and boost students' academic achievement [16]. Intrinsically motivated students tend to strive harder to understand the material and complete the challenges given. Conversely, negative perceptions can hinder learning enthusiasm. Therefore, this study aims to explore in depth teacher's and students' perceptions of using the Wayground application as a tool for assessment English language skills, To guide this

investigation, the following research questions are formulated: What are the teacher's and students' perceptions of using Wayground as a learning Assessment tool in English language teaching?

The results of this study are expected to serve as a practical reference for optimizing the use of technology in educational Assessment in the future [17].

II. METHODS

This study employed a qualitative research method to explore students' perceptions of using Wayground as a learning Assessment in English language teaching [18]. This methodological choice allowed the researcher to delve deeper into the nuances of students' experiences that cannot be fully captured through quantitative surveys alone. The qualitative approach was used because it enabled the researcher to gain an in-depth understanding of students' experiences, feelings, and opinions in their natural classroom setting [19]. By observing students in their natural environment, the data collected became more authentic and reflective of their actual response to the Assessment process.

This design focuses on meaning and interpretation rather than numerical data, allowing the researcher to capture how students perceive their learning engagement and motivation when using game-based Assessment tools such as Wayground [20]. Focusing on interpretation ensures that the psychological aspects of Assessment, such as anxiety or satisfaction, are thoroughly examined. The qualitative approach is ideal for exploring individual perceptions in depth, in line with the objectives of this study [21]. It provides a space for students to voice their unique perspectives on how digital tools reshape their assessment experience.

The research was conducted at one of the senior high schools in Sidoarjo. This school was purposively selected as the research setting based on findings from pre-observation activities, which revealed that the institution actively implements Wayground as a learning Assessment tool. The pre-observation also indicated that this approach successfully creates an interactive atmosphere where students show high enthusiasm during assessments.

The participants of this study included one English subject teacher and five students from Class XII-1, comprising three male and two female students. The teacher was selected as a key informant to provide an educator's perspective on the practical implementation, effectiveness, and challenges of using Wayground for learning Assessment. Meanwhile, the students were selected using purposive sampling based on two main criteria: (1) they have prior experience using Wayground in English Assessment sessions, and (2) they are willing to participate voluntarily in the study upon the teacher's recommendation. These criteria were established to ensure that all participants could provide relevant, professional, and personal insights regarding their experiences with Wayground as an assessment medium.

The data were collected through semi-structured interviews that were conducted individually in an informal setting. The interviews were guided by open-ended questions focusing on students' experiences, perceptions of Wayground features, encountered challenges, and suggestions for improvement. The use of semi-structured interviews provided a balance between consistency of questions and flexibility to explore participants' responses in greater depth [22]. This flexibility allowed the researcher to pursue unexpected but valuable insights that may arise during the conversation. Each interview is expected to last approximately 15–20 minutes and were recorded with participants' consent for transcription purposes.

The data obtained from the interviews were analyzed using thematic analysis. The analysis process included data transcription, coding, identification of recurring patterns, and theme categorization to describe students' perceptions comprehensively. Thematic analysis is a qualitative method commonly used to systematically identify, analyse and report patterns (themes) in data [23]. This systematic approach ensured that the findings are not just anecdotal, but represented significant trends in how gamified Assessment is viewed. This method allowed the researcher to interpret students' responses meaningfully and to identify major themes related to engagement, motivation, and the improvement of material mastery.

The main research instrument used in this study was a semi-structured interview guide adapted from the Technology Acceptance Model (TAM) framework, as suggested by M. Al-Abdullatif and Ariyanti [24] [25]. The adaptation of this framework ensures that the questions are theoretically grounded while remaining relevant to the specific context of game-based Assessment. Furthermore, the instrument was validated by an expert to ensure that the questions accurately elicited the information required to answer the research objectives.

The research instrument was developed by focusing on three main constructs to measure participants' perceptions in depth. First, Perceived Usefulness focuses on assessment whether the use of Wayground effectively helps improve material retention, concept understanding in context, and students' learning motivation. Second, Perceived Ease of Use explores users' experiences regarding the application's interface, visual design, and various technical difficulties encountered during the Assessment process. Finally, the Attitude aspect is used to assess participants' emotional responses, such as the level of enjoyment, confidence, or anxiety when interacting with interactive features such as leaderboards, avatars, and memes. The implementation of this instrument is divided into two parts to obtain comprehensive data from both the educator and student perspectives. The interview guide for the subject teacher is

presented in Table 1, while the guide for students, which has been adjusted to the general scope of English language teaching, is presented in Table 2.

Table 1. Interview Guide for English Teacher

NO	ASPECT
1	Perceived Usefulness
2	Perceived Ease of Use
3	Attitude

Table 2. Interview Guide for Students.

NO	ASPECT
1	Perceived Usefulness
2	Perceived Ease of Use
3	Attitude

III. FINDINGS AND DISCUSSION

A. Findings

Based on research conducted at one of the senior high schools in Sidoarjo, the findings show that students display a high level of enthusiasm and respond quickly to teacher instructions, indicating a shift from passive information recipients to active participants who are fully involved in the digital learning ecosystem. This condition is reflected in several key aspects, namely Perceived Usefulness, which shows that students view the use of digital learning media as providing tangible benefits in supporting the learning process; Perceived Ease of Use, which indicates that students find the platform easy to understand and operate; and Attitude, which is reflected in students' positive attitudes towards the application of technology in learning activities. These findings are further reinforced by in-depth qualitative data, in the form of interviews with teacher's and students, as described in the following section.

1. Teacher's Perceptions

1.1 Perceived Usefulness

Perceived Usefulness, from the teacher perspective, refers to the tangible benefits experienced after using Wayground in learning Assessment activities. This aspect focuses on the impact on the learning process, student engagement, and assessment of effectiveness in the classroom. Based on interviews, teacher's observed that the use of Wayground created a tangible change in the way students participated during the Assessment. Unlike paper-based question sheets, which often make students passive, the use of Wayground ensures that no students are left behind in the learning process. This platform transformed assessment from initially unpopular to activities that actively involve the entire class because each student must answer questions directly through their own devices.

From a practical standpoint, another benefit is the efficiency in identifying material through automatically generated reports, which helps teacher's map student understanding and areas that need reinforcement. This information is then used as a basis for determining the next steps in learning. Thus, Wayground not only helps the assessment process but also supports teacher's in making more appropriate learning decisions based on instantly visible results. Furthermore, it is clear that using Wayground not only creates an active classroom atmosphere but also can manage the class well because all assessments are automatically managed in Wayground. Affirming this practical advantage, the teacher explained: *"We can manage the class better than with paper-based assessments... it's more interactive and keeps them focused on the task."* (Teacher).

Based on interviews, teacher's observed that the use of Wayground increases student participation, as students become more focused, respond to questions more quickly, and actively follow instructions. This means that the Assessment process is no longer teacher-centered, but rather an activity that involves all students simultaneously. Highlighting this exact shift in classroom dynamics, the teacher stated: *"Paper-based Assessment methods tend to limit interaction, where active participation is usually dominated by only one or two students. In contrast, Wayground creates a more inclusive and equitable interaction, because each student is encouraged to actively participate simultaneously through their respective devices."* (Teacher).

However, the teacher's also emphasized that the effectiveness of Wayground is heavily dictated by the stability of the school's internet infrastructure. While the platform excels in engagement, its high dependency on a digital network represents a significant vulnerability in the assessment process. When a connection becomes unstable, the seamless flow of the Assessment is immediately disrupted, often leading to technical glitches that can frustrate both the educator and the students. This interruption does not only halt the academic activity but also dissipates the interactive momentum and focus that had been carefully established in the classroom. Reflecting on this common technical hurdle, the teacher noted: *"The biggest challenge is simply internet. If it's slow, the kids start complaining and the fun stops."* (Teacher).

1.2 Perceived Ease of Use

From the teacher's perspective, perceived ease of use (Ease of Use) is highly dependent on a smooth technical experience throughout the learning process. This aspect includes how easy the application is to operate, the clarity of the user flow, and the minimal effort required to carry out Assessment activities in the classroom. Teacher's found the system very simple and easy to understand because it didn't require a lot of complicated technical adjustments. This is supported by the highly intuitive user interface design, where the main dashboard is deliberately kept minimalist so that teacher's don't feel overwhelmed when preparing materials. Regarding this, a teacher stated: *"The main dashboard only has a few key menus like Search, Library, Reports, and Classes. This makes it easy for me as a teacher to find what I'm looking for without getting lost in complicated sub-menus."* (Teacher). Another operational advantage lies in the powerful material search feature, which eliminates the administrative burden on teacher's when searching for Assessment questions. The teacher explained this ease of use by likening it to a popular search engine: *"Finding quiz materials is as easy as using Google. Just type in a keyword, and thousands of ready-to-use quizzes immediately appear."* (Teacher).

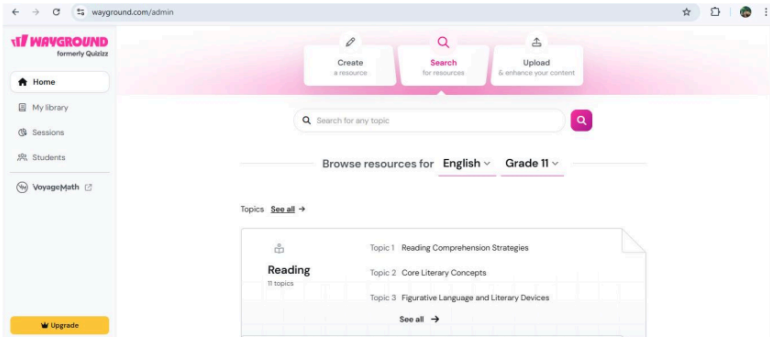


Figure 1. Examples of Search, Library, Reports, and Classes in Wayground

Beyond internal navigation, a prominent usability factor is practical accessibility for students. The teacher explained how this technology simplifies the process of logging into assessment sessions without complicated procedures: *"This application is easy to use, such that students can easily access it by simply using a code/barcode to enter the Wayground quiz."* (Teacher).

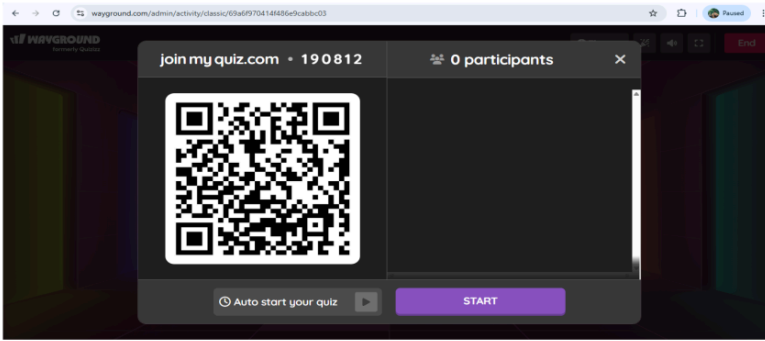


Figure 2. Examples of Barcodes and Codes in Wayground.

Furthermore, this Assessment process is considered much more practical because teacher's no longer need to prepare stacks of question papers or manually distribute answer sheets. These simpler and faster steps help save valuable teaching time, allowing teacher's to focus more deeply on delivering the material and directly monitoring each student's progress. This simple and uncomplicated user experience ultimately creates a sense of comfort for educators who want to continue integrating technology into their teaching activities.

1.3 Attitude

The attitude aspect describes teacher's emotional responses to the use of Wayground in the learning Assessment process. Unlike usefulness, which focuses on benefits, and ease of use, which emphasises ease of use, attitude is more related to teacher's feelings, interests, and comfort during teaching. Based on the interview results, teacher's showed a positive attitude because the classroom atmosphere became more lively and interactive. Teacher's feel happy when students show more active responses during learning. Interactions that previously felt limited are now more visible because students are directly involved in Assessment activities. "*I feel happy when there is interaction... unlike asking "any questions?" and then being met with silence.*" (Teacher). This statement shows that changes in student responses have a real emotional impact on teacher's.

In addition, a more dynamic classroom atmosphere makes the teaching process more enjoyable and less monotonous. Competitive activities that arise naturally also provide positive energy in learning. "*It's more lively, more exciting. Especially when they "battle" with their friends... it triggers their competitiveness and makes them enjoy the process.*" (Teacher). Teacher's see that students become more enthusiastic and actively involved. This positive attitude makes teacher's feel more motivated to teach. When students show enthusiasm, teacher's also feel more excited to deliver the material. This can be observed from the increased interaction, student attention, and a more communicative classroom atmosphere. Thus, teacher's attitudes towards Wayground are formed from their direct experiences during a learning process that feels more lively and enjoyable.

2. Students' Perceptions

2.1 Perceived Usefulness

From the students' perspective, Perceived Usefulness relates to the tangible benefits they experienced in understanding the material during the assessment process. Students saw Wayground not only as a tool for answering questions but also as a medium that helped them follow a more structured learning flow. This is because the material and quizzes are presented in a series of mutually supportive activities, making it easier for students to gradually deepen concepts. Regarding the comprehensiveness of this feature, one student stated: "*Wayground includes both quizzes and material, so it's comprehensive... this helps me understand the material more deeply and in more detail.*" (Student 5).

The screenshot displays a web browser window with the URL `wayground.com/admin/reports/69a6c9cb4357a373a6742/questions`. The page title is "Eight or Nine Wise Words About Letter-Writing ...". The interface includes a navigation sidebar on the left with icons for Home, My Library, Sessions, and Students. The main content area shows a "Message (01 - 08)" section with the text: "Eight or Nine Wise Words About Letter-Writing Lewis Carroll Here is a golden Rule to begin with. Write legibly. The average temper of the human race would be perceptibly sweetened, if everybody obeyed this Rule! A great deal of the bad writing in the world comes simply from writing too quickly. Of course you reply, 'I do it to save time'. A very good object, no doubt; but what right have you to do it to your...". Below the text is a "Multiple Choice" question worth 1 point, with a 33% accuracy rate and 64s average time. The question is: "1. What evidence does the author provide to support the argument that bad writing often results from writing too quickly?". There are four options: A. The author spent weeks trying to understand his friend's letters. (Incorrect), B. The author could not read hastily written unfamiliar names. (Answered), C. The author's letters were delivered to the wrong recipient. (Answered), and D. The author's hastily written letters were returned to him. (Incorrect). A feedback bar on the right shows: Correct: 0 students, Incorrect: 1 student, and Partially correct: 2 students.

Figure 3. Examples of quizzes and materials in Wayground.

With the combination of material delivery and live quizzes, students feel the learning process is more focused because they can immediately practice what has just been explained. This makes them more aware of what they have understood and what still needs reinforcement. Furthermore, the provision of instant feedback after answering questions is a major advantage perceived by students. They can immediately identify errors and understand the context of the material accurately. Regarding this benefit, students explained: "By using Wayground, I understand better because I immediately know which answers are wrong and which are right... I understand the context of the material I just learned." (Student 4). This interactive Assessment process ultimately helps students retain information more strongly than conventional methods. When technical barriers are not encountered, this system allows for a learning experience that is highly optimized for cognitive absorption. As another student added: "...if the internet is smooth, everything runs smoothly, everyone can play, and the material enters their brains effectively." (Student 5). Overall, students view Wayground as a tool that transforms Assessment from simply giving grades to an integral part of the active learning process. The app's ability to provide immediate results motivates students to improve their understanding and helps them feel more prepared for future learning materials.

2.2 Perceived Ease of Use

Students' perceptions of ease of use are largely determined by practical access and efficient technical experience. One of the most appreciated aspects is device flexibility; students don't need to go through the process of installing apps that take up phone memory; instead, they can simply access the app through a web browser. This convenience is further enhanced by the instant quiz entry system via barcode scanning or unique code input. Regarding the convenience of web access, one student stated: "This app is very convenient because we don't need to install anything on our phones. Just open it via the web, scan the barcode or enter the code, and we can immediately join the quiz." (Student 3).

In addition to initial ease of access, the app's navigation system is designed to be highly intuitive, allowing students to contribute directly without requiring complex technical guidance. The widespread use of smartphones has made learning interactions feel more natural. This is supported by a student's statement regarding the system's interactivity: "Learning has become more interactive, and using a smartphone makes it easier for everyone to contribute to Wayground." (Student 4). Furthermore, the app's "one-click" navigation system eliminates the tedium that typically arises with conventional methods. The systematic and responsive flow allows students to take quizzes independently and focus fully on the assessment material without being hampered by technical issues. Another student added: "The system is very simple. We just need to follow the instructions on the screen, and everything can be done with one click. It's much easier and less tedious than having to write on paper." (Student 5). Thus, the combination of lightweight web access, convenient use of codes/barcodes, and simple navigation make Wayground a very user-friendly platform for students in a digital learning environment.

2.3 Attitude

The attitude aspect of students describes their feelings, interests, and emotional responses when participating in assessment using Wayground. Unlike usefulness, which focuses on learning benefits, and ease of use, which emphasises ease of use, attitude is more related to the psychological experience of students during the activity. Students show a positive attitude because the Assessment feels more enjoyable and less stressful than conventional methods. The attractive visual features make them feel more relaxed before starting the Assessment. "Wayground is really fun because of its features... we even have avatars. Sometimes before starting, we have an "outfit battle" with our avatars... it makes us more excited and energetic." (Student 1).

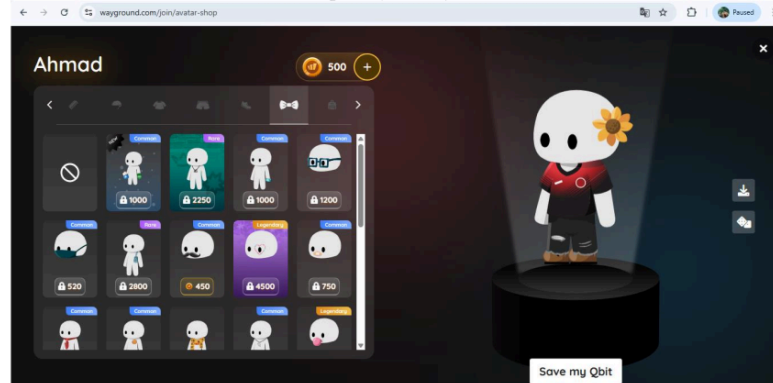


Figure 4. Example of avatar in wayground.

In addition, the ranking feature also creates a sense of challenge to try harder. This sense of challenge encourages students to be more enthusiastic in answering questions. The more relaxed Assessment atmosphere makes students less afraid of making mistakes. They feel more confident to try to answer and follow the process until completion. This positive attitude can be seen from the increased engagement, enthusiastic expressions, and active participation during the activity. Overall, students' attitudes towards the use of Wayground are shaped by a learning experience that feels more enjoyable, interactive, and not boring. This makes them more accepting of the use of technology in learning Assessment. Highlighting how this competitive element specifically drives their motivation, one student explained: "The striking difference is the leaderboard... it challenges me to think, "Wow, I have to be able to do this" so that my ranking goes up" (Student 2)

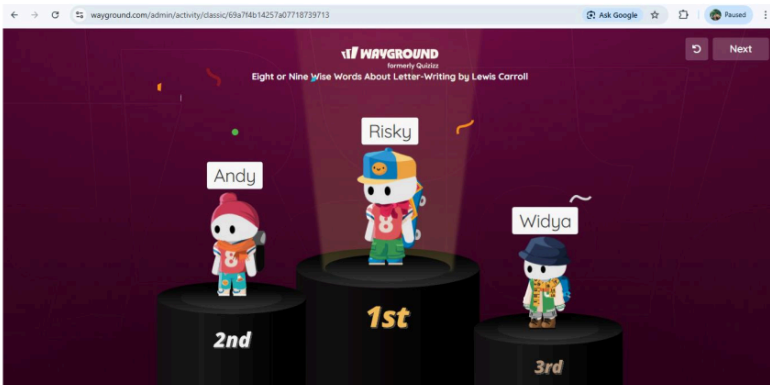


Figure 5. Example of a leaderboard in Wayground.

B. DISCUSSION

Based on direct classroom observations and in-depth interviews, this study demonstrated that the use of Wayground as a learning assessment tool received a very positive response from both teacher's and students.

Perceived Usefulness

The findings of this study indicate that Wayground is perceived as highly beneficial by both teacher's and students. For students, the integration of interactive materials and quizzes in a structured flow allows them to immediately practice what they have just learned, resulting in more focused and effective information absorption. For teacher's, tangible benefits are seen in the efficiency of classroom management through an automated grading system and instantly available learning outcome reports. These findings align with Ariyanti, Mulati, & Inawati, who concluded that students have a positive perception of the use of Wayground, particularly in terms of perceived usefulness, as the platform provides a variety of resources that increase engagement and make learning more enjoyable [25]. Regarding direct feedback, Liu, Chen, & Huang found that Wayground allows students to recognize and correct their mistakes immediately, and gamification elements such as points and instant feedback serve as extrinsic motivators that encourage continued learning engagement [26]. In the context of classroom management, Suwami et al. in their study of junior high school students in Palembang found that Wayground's effectiveness in increasing student attention reached 70.1% and student learning motivation reached 70.3%. This indicates that this platform is consistently able to maintain student focus and engagement throughout the learning process, thus helping teacher's manage classroom dynamics more effectively [27]. This is further reinforced from a teacher perspective by Zuhriyah & Pratolo who highlighted the post-quiz review screen that allows students to see why their answers were incorrect, while teacher's in Lim & Yunus's study utilized the report to make real-time instructional adjustments [28] [29]. This finding is also supported by Narpila et al. who argued that through Wayground, learning assessment becomes more effective and efficient because students no longer use paper, considering that traditional paper-based assessments tend to make students bored and unfocused [30].

Perceived Ease of Use

Both teacher's and students in this study agreed that convenience was a key reason for Wayground's acceptance. For students as users, convenience comes in the form of access without installing additional applications simply through a web browser, scan a barcode, or enter a unique code to immediately join an assessment session. The intuitive "one-click" navigation system makes answering questions less tedious than paper-based assessments, which tend to be monotonous. For teacher's as content creators, convenience is seen in the availability of a ready-to-use question library, a simple quiz creation interface, and content sharing features between teacher's, which significantly reduce the burden of daily administrative preparation. From the perspective of students as users, Dewi & Astuti in their study examining EFL students' views on Wayground as an online learning medium found that students considered Wayground very practical because it did not require complicated registration procedures, where this platform maintained student concentration and motivation throughout the learning process [31]. In line with this, Vu et al. in

Copyright © Universitas Muhammadiyah Sidoarjo. This preprint is protected by copyright held by Universitas Muhammadiyah Sidoarjo and is distributed under the Creative Commons Attribution License (CC BY). Users may share, distribute, or reproduce the work as long as the original author(s) and copyright holder are credited, and the preprint server is cited per academic standards.

Authors retain the right to publish their work in academic journals where copyright remains with them. Any use, distribution, or reproduction that does not comply with these terms is not permitted.

their study of EFL students in Vietnam found that the ability to access Wayground anytime and anywhere through any device prevented students from feeling bored or sleepy during the learning process, while also making it easier for teacher's to monitor students' learning progress directly without complicated technical procedures [32]. In addition, Suwami et al. revealed that as many as 90% of students considered Wayground as a practical application to operate, and 80% reported an increase in learning interest after using it, reflecting how low technical barriers students perceived in accessing this platform [27]. From the perspective of teacher's as content creators, Niek & Aziz in their systematic review asserted that teacher's can create interactive quizzes, conduct real-time assessments, and provide direct feedback to students through Wayground, while implementation only requires sharing the quiz link to students who then immediately join and participate without technical procedures that burden the teacher as the content creator [33]. This was also confirmed by Aulia & Wami in their study, which emphasized that Wayground replaces the traditional paper-based quiz method by allowing teacher's to create questions online which also simplifies the assessment process, where teacher's can adjust the type of questions, add images, and set the time to work according to learning needs without requiring high technical skills [34]. However, unstable internet connections, difficulty accessing the platform, and limited availability of digital devices were consistently reported as obstacles to effective implementation, which occasionally disrupted class activities and reduced student enthusiasm.

Attitude

The Attitude dimension in this study revealed a significant shift in the emotional atmosphere of the classroom, for both students and teacher's. Wayground successfully transformed assessments, typically perceived as stressful, into fun and motivating challenges. The avatar feature provided a uniquely personalized experience, with students often engaging in avatar "costume battles" before the session began, effectively lowering their anxiety levels. The leaderboard feature also triggered a positive adrenaline rush, encouraging students to think more quickly and accurately to improve their standing among their peers, thus creating more lively and proactive interactions during the assessment. For teacher's, this more dynamic classroom atmosphere fostered feelings of enjoyment and motivation in teaching, as previously awkward interactions became much more real and lively. From the perspective of students as users, this finding is reinforced by research by Irsyad, Miftakh, & Ridwan who found that in the affective component, students showed a high level of satisfaction and enthusiasm when using Wayground in class; while in the behavioral component, students became more willing to actively participate in class activities due to the interactive and fun nature of Wayground [35]. This is also in line with the findings of Dzakrullah & Syaf'i who involved 61 intermediate-level EFL students in Indonesia and found that students enjoyed Wayground and found it fun, interesting, motivating, and exciting because it was different from other platforms [36]. Specifically regarding the role of the leaderboard feature in shaping student attitudes, Zhang & Crawford emphasized that the leaderboard feature on Wayground allows students to compete in quizzes, thereby increasing their motivation and activeness, where students feel happy because answering questions via mobile phones creates a new atmosphere different from working on assignments on paper. From the perspective of teacher's as content creators, Nurlela et al. in their research in Kampung Inggris Semarang noted that gamification elements such as points, leaderboards, and visual feedback that can be configured by teacher's stimulate students' intrinsic motivation and create a dynamic learning experience, which in turn influences teacher's perceptions and enthusiasm in designing more creative and diverse assessment content [37]. Similarly, Zhang & Crawford revealed that when teacher's design game-based activities in the classroom, boring language phenomena can be transformed into lively and engaging teaching methods, and that the internal and external motivations fostered through teacher-designed gamification-based assessment content will influence students' future English learning practices. Nevertheless, this positive attitude does not come without risks [38]. This study found that leaderboard transparency can have a negative psychological impact on lower-ranking students, making them vulnerable to feelings of inferiority and social pressure. Nugroho et al. in their study of 62 EFL students in Indonesia using Keller's ARCS framework found that although gamification through Wayground was generally successful in reducing test anxiety, students' confidence and comfort levels during quizzes were significantly influenced by their perceptions of their relative performance compared to their peers [39]. This emphasizes that managing competitive features designed by teacher's as content creators needs to be done wisely so that the platform's motivational benefits can be felt equally by all students, not just those at the top.

Nonetheless, despite all its advantages, using Wayground as a digital assessment tool still has several downsides and challenges that need to be managed wisely. The most crucial obstacle is the very high dependence on internet network stability. As a result, Wayground is not optimally used in schools that have a slow internet connection. Sudden signal disruptions can interrupt assessment sessions, disrupt concentration, and immediately lower students' learning motivation [26]. This finding is in line with Niek & Aziz who in their systematic review consistently identified unstable internet connectivity, difficulty accessing the platform, and limited device availability as the most frequently reported barriers to effective implementation of digital quiz platforms, which directly disrupts the flow of learning sessions [33]. Furthermore, there is a risk of superficial learning, where time pressure in games sometimes makes students tend to answer as quickly as possible for points without truly understanding the essence or deeper meaning

of the questions [27]. Reliance on external rewards such as rankings also risks reducing intrinsic learning interest if game elements begin to feel ordinary or monotonous for students [28]. This risk is reinforced by a systematic review analyzing 40 studies and finding that while gamification has a positive effect on student motivation, in the long term, this motivation can decline as the novelty and extrinsic rewards, which only generate short-term motivation, wear off. Finally, the transparency of the leaderboard feature can actually backfire psychologically on students. Consistent with Margaretha and Leonardo's findings, these public rankings often make lower-ranked students feel insecure and embarrassed, making them vulnerable to envy and bullying [29]. Rather than motivating, the mental stress of thinking about rankings actually impairs students' focus and concentration on subsequent questions. This is also confirmed by Zhang & Hasim, who identified that competitive elements such as leaderboards can induce high levels of learning anxiety in some students and potentially hinder their academic performance [40].

IV. CONCLUSION

The use of the Wayground platform in English language learning assessment at one of the senior high schools in Sidoarjo has brought about a significant transformation in classroom dynamics. Assessment, previously often perceived as a tedious or daunting burden, have now become interactive and enjoyable activities through gamification elements. Wayground successfully encourages active student participation, with each student having an equal opportunity to contribute through their own devices, ensuring that no one is left behind in the learning process. Psychologically, features such as avatars and leaderboards create a healthy competitive atmosphere, which has been shown to increase intrinsic motivation, enthusiasm, and self-confidence. This ultimately helps students absorb English material more effectively because they are in a relaxed and focused mental state. For teacher's, the platform provides tangible efficiencies through its automated grading system and instant reporting, allowing for more accurate mapping of student understanding and facilitating subsequent learning decisions. Overall, Wayground serves not only as a technical assessment tool but also as an effective bridge between students' digital habits and the school's academic needs.

Based on the research findings, several recommendations are available for optimizing the use of technology in educational Assessment. First, schools are strongly advised to continue strengthening their internet infrastructure, including providing dedicated bandwidth allocations during assessment periods to prevent technical issues that could disrupt learning momentum. Second, teacher's are expected to focus more than just on final quiz scores, but also to consistently hold post-assessment discussion sessions to ensure a deep understanding of concepts and avoid shallow answer patterns. Third, app developers are strongly encouraged to add an offline mode feature and the option to hide public leaderboards to accommodate connection limitations and maintain student psychological well-being. Finally, future researchers are advised to conduct long-term experimental studies with a larger sample size to measure the concrete impact of using this platform on improving students' cognitive learning outcomes in English.

REFERENCES

- [1] N. Wayan Kasni, "Bahasa Inggris Dalam Berbicara," *Linguistic Community Services Journal | 74 Linguistic Community Service Journal* , vol. 2, no. 2, p. 2021, 2021, doi: 10.22225/licosjournal.2.2.3956.74-79.
- [2] H. Husnaini, "Navigating challenges and strategies in implementing The Independent Curriculum: A multi-site case study of English language instruction in junior and senior high schools in Palopo," *Linguistics Initiative*, vol. 5, no. 1, pp. 178–190, Feb. 2025, doi: 10.53696/27753719.51263.
- [3] A. Idayani and B. Sailun, "Students' Difficulties with Vocabulary Mastery in English Language Education at the University Level," *J-SHMIC: Journal of English for Academic*, vol. 11, no. 2, pp. 120–134, 2024, [Online]. Available: <https://journal.uir.ac.id/index.php/jshmic>
- [4] R. Fransisca, J. Lekawael, C. A. Lewier, and F. Meyer, "Meningkatkan Penguasaan Kosak Kata Siswa Melalui Permainan Edukatif Di SD N 2 Tiakur," 2024.
- [5] H. J. Prayitno *et al.*, "Progressive-Moderate Education to Improve Soft Skills of MIM SUKA-AKA Students as Innovators of Educational Change (Pendidikan Progresif-Moderatif untuk Meningkatkan Soft Skills Siswa MIM SUKA-AKA sebagai Inovator Perubahan Pendidikan)," *Berdikari: Jurnal Inovasi dan Penerapan Ipteks*, vol. 12, no. 2, Oct. 2024, doi: 10.18196/berdikari.v12i2.23954.
- [6] N. Rahmawati, N. Salamah Hidayatillah, and R. Amelia, "An Analysis of Student' Difficulties in Vocabulary Mastery: A Case Study at English Club of SMAN 7 Kota Serang Analisis Kesulitan Siswa dalam Penguasaan Kosakata: Studi Kasus di Klub Bahasa Inggris SMAN 7 Kota Serang," 2023. [Online]. Available: <http://journal.al-matani.com/index.php/jkip/index>

- [7] G. Fredi Daar *et al.*, "Fun English for Primary School Students: Improving the English Skills of Year 6 Pupils Through Interactive Methods and Educational Games (Fun English for Elementary Students: Meningkatkan Keterampilan Bahasa Inggris Siswa S Kelas 6 Melalui Metode Interaktif dan Permainan Edukatif)," 2025.
- [8] A. Imron, B. Setya Budi, and S. Mujayanah, "Measuring the Impact of Gamification on Motivation and English Language Learning Outcomes: A Case Study," 2024.
- [9] A. Prasongko, "Quizizz as Fun Multiplying Learning Media in English Lecturing Process," 2021.
- [10] Nur Amalia Ilham, "The Effectiveness of the Quizizz Application on the Learning Outcomes of English Education Students in the Vocabulary Building Course in 2021(Efektivitas Aplikasi Quizizz Terhadap Hasil Belajar Mahasiswa Tadris Bahasa Inggris Pada Mata Kuliah Vocabulary Building Di Kelas 2021)," 2022.
- [11] P. Sonia Br Simarmata, R. Pratama Hasibuan, and W. Rajagukguk, "The Effect of the Quizizz-Based PBL Model on the Critical Thinking Skills of Secondary School Students in Mathematics Learning(Pengaruh Model PBL Berbasis Quizizz Terhadap Kemampuan Berpikir Kritis Siswa Sma Dalam Pembelajaran Matematika)," vol. 12, no. 2, pp. 51–58, 2024.
- [12] C. N. Jihan and I. Maharsi, "An EFL Students' Perception Towards Game-Based Learning in Secondary School: A Descriptive Qualitative Study," *J-SHMIC: Journal of English for Academic*, 2024, [Online]. Available: <https://journal.uir.ac.id/index.php/jshmic>
- [13] Amri & Shobri, "Students' Perceptions of the Use of Quizizz in Teaching Islamic Bank Consolidation Accounting at Iain Ponorogo (Persepsi Mahasiswa Terhadap Penggunaan Quizizz Dalam Pembelajaran Akuntansi Konsolidasi Bank Syariah Di Iain Ponorogo)," *Jurnal Teknologi Informasi dan Pendidikan Volume 13, No. 1, Maret 2020*, 2020.
- [14] M. Al-Jannah, M. Mutia Kahar, and H. Hambali, "Persepsi Siswa Terhadap Penggunaan Aplikasi Quizizz Sebagai Media Pembelajaran Pada Mata Pelajaran Bahasa Inggris 1," *Jurnal Guru Pencerah Semesta (JGPS)*, vol. 1, no. 2, pp. 193–202, 2023, [Online]. Available: <https://jurnal.fkip.unismuh.ac.id/index.php/gurupencerahsemesta>
- [15] S. J. Lisdan and Daddi, "Improving Students' English Vocabulary Mastery Through Quizizz Learning Media in Class X IPS 1 at State Senior High School 9 Pangkep (Peningkatan Penguasaan Kosakata Bahasa Inggris Siswa Melalui Media Pembelajaran Quizizz Kuis Di Kelas X Ips 1 Sma Negeri 9 Pangkep)," vol. 1, no. 4, pp. 381–392, 2023, [Online]. Available: <https://jurnal.fkip.unismuh.ac.id/index.php/gurupencerahsemesta/index>
- [16] N. A. Sirait and A. J. Kharisma, "The Student's Perception on Gamification of Vocabulary Development by Utilizing Quizizz Application," 2024.
- [17] T. Supriyatin, "Students' Perceptions of the Use of Quizizz in Mathematics Learning (Persepsi Siswa Terhadap Penggunaan Quizizz dalam Pembelajaran Matematika)," 2024, [Online]. Available: <http://journal.unu-jogja.ac.id/fip/index.php/JONED>
- [18] J. W. ; Creswell and J. D. Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches," in *SAGE Publications*, 6 th., Thousand Oaks, CA: SAGE Publications, 2023.
- [19] J. W. , & C. J. D. Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (6th Edition)," 2022. Accessed: Nov. 14, 2025. [Online]. Available: Sage Publications
- [20] S. A. A. Al-Furaih and H. M. Al-Awidi, "Fear of missing out (FoMO) among undergraduate students in relation to attention distraction and learning disengagement in lectures," *Educ. Inf. Technol. (Dordr.)*, vol. 26, no. 2, pp. 2355–2373, Mar. 2021, doi: 10.1007/s10639-020-10361-7.
- [21] J. Geng, T. Ali, Z. Yin, X. Liu, and Z. Abbas, "An Exploratory Qualitative Study on Student Perceptions of Data Privacy and Learning Motivation in AI-integrated Education," *African Journal of Humanities and Social Sciences*, vol. 2, no. S1, pp. 47–58, Jan. 2025, doi: 10.51483/afjhs.2.s1.2025.s47-s58.
- [22] M. Brughna and F. Ahmed, "Teacher professional development in educational dialogue: lessons from a massive open online course," *Routledge Open Research*, vol. 2, p. 15, May 2023, doi: 10.12688/routledgeopenres.17681.1.
- [23] P. A. Christou, "Thematic Analysis through Artificial Intelligence (AI)," *Qualitative Report*, vol. 29, no. 2, pp. 560–576, Feb. 2024, doi: 10.46743/2160-3715/2024.7046.
- [24] A. M. Al-Abdullatif, "Modeling Students' Perceptions of Chatbots in Learning: Integrating Technology Acceptance with the Value-Based Adoption Model," *Educ. Sci. (Basel)*, vol. 13, no. 11, Nov. 2023, doi: 10.3390/educsci13111151.
- [25] S. Ariyanti, D. F. Mulati, and I. Inawati, "Students Perceived Usefulness and Ease of Use on Quizizz in EFL Classroom," *Scope: Journal of English Language Teaching*, vol. 9, no. 2, p. 805, Apr. 2025, doi: 10.30998/scope.v9i2.24964.

- [26] P. L. Liu, C. J. Chen, and C. Y. Huang, "Evaluating the Effectiveness of Quizizz for Enhancing English Vocabulary Acquisition and Engagement Among Rural Elementary Students," *Sage Open*, vol. 15, no. 4, Oct. 2025, doi: 10.1177/21582440251379697.
- [27] S. Suwarni, L. Lubna, H. A. Aimang, P. A. Cakranegara, and D. Pratama, "Quizizz Gamification of Student Learning Attention and Motivation," *AL-ISHLAH: Jurnal Pendidikan*, vol. 15, no. 2, pp. 1369–1376, Apr. 2023, doi: 10.35445/alishlah.v15i2.3215.
- [28] S. Zuhriyah and B. W. Pratolo, "Exploring students' views in the use of quizizz as an assessment tool in english as a foreign language (efl) class," *Universal Journal of Educational Research*, vol. 8, no. 11, pp. 5312–5317, Nov. 2020, doi: 10.13189/ujer.2020.081132.
- [29] T. M. Lim and M. M. Yunus, "Teachers' perception towards the use of Quizizz in the teaching and learning of English: A systematic review," *Sustainability (Switzerland)*, vol. 13, no. 11, Jun. 2021, doi: 10.3390/su13116436.
- [30] N. L. P. I. Kartika and L. G. R. Budiarta, "Quizizz in EFL Classroom Learning: Students' Perception and Challenges," *The Art of Teaching English as a Foreign Language (TATEFL)*, vol. 6, no. 1, pp. 28–40, May 2025, doi: 10.36663/tatefl.v6i1.939.
- [31] N. N. Dewi and I. W. Astuti, "Studies in Learning and Teaching Studies in Learning and Teaching EFL Students' Perspective on the Use of Quizizz as Online Learning Media During COVID-19 Pandemic," vol. 2, no. 2, pp. 59–68, 2021, doi: 10.46627/silet.
- [32] N. Ngoc Vu, K. Thoai Nhi, T. Ngoc Ha, B. Duc Tien, and H. Chi, "2022: 0.2 | 5 Year: 0.2 | Source," *Journal Citation Report™*, vol. 2023, 2024, doi: 10.21659/rupkatha.v16n2.01g.
- [33] M. Y. W. Niek and A. Abdul Aziz, "The Use of Quizizz as an Online Teaching and Learning Assessment tool in an ESL Classroom: A Systematic Literature Review," *International Journal of Academic Research in Progressive Education and Development*, vol. 11, no. 1, Mar. 2022, doi: 10.6007/ijarped/v11-i1/11929.
- [34] R. Aulia and S. Warni, "Students' Perceptions Toward Quizizz as An Assessment Tool in EFL Classroom," *International Journal of Research in Education*, vol. 4, no. 2, pp. 283–294, Jul. 2024, doi: 10.26877/ijre.v4i2.554.
- [35] M. Fadhilah Irsyad, F. Miftakh, and I. Ridwan, "EFL Students' attitude towards Quizizz-Mediated Assessment tool in Reading Classroom," *Jurnal Ilmiah Wahana Pendidikan*, vol. 10, no. 8, pp. 701–710, 2024, doi: 10.5281/zenodo.
- [36] M. I. Dzirkullah and A. Syafi, "Ilham Dzirkullah, Ahmad Syafi'i 140 Quizizz As Interactive and Gamified... JURNAL EDUCATIVE," *Journal of Educational Studies*, vol. 6, no. 2, doi: 10.30983/educative.4916.
- [37] W. Nurlela, R. Hartono, and F. Syafri, "The Implementation of Quizizz Game toward Students' and Teacher's Motivation in English Classes at Kampung Inggris Semarang," *English Education Journal*, vol. 14, no. 1, pp. 37–48, 2024, [Online]. Available: <http://journal.unnes.ac.id/sju/index.php/cej>
- [38] Z. Zhang and J. Crawford, "EFL learners' motivation in a gamified formative assessment: The case of Quizizz," *Educ. Inf. Technol. (Dordr.)*, vol. 29, no. 5, pp. 6217–6239, Apr. 2024, doi: 10.1007/s10639-023-12034-7.
- [39] A. Nugroho and S. Singh, "Gamified Assessment with Quizizz: Reducing Test Anxiety and Enhancing Motivation in Indonesian EFL Classrooms Through the ARCS Model," *Journal of Information Technology Education: Research*, vol. 25, p. 01, 2026, doi: 10.28945/5691.
- [40] S. Zhang and Z. Hasim, "Gamification in EFL/ESL instruction: A systematic review of empirical research," Jan. 05, 2023, *Frontiers Media S.A.* doi: 10.3389/fpsyg.2022.1030790.

Conflict of Interest Statement:

AhmadZakiDzulfikar_Teacher's and Students' Perceptions of Wayground as a Learning Assessment in English Language Teaching.pdf

ORIGINALITY REPORT

16%

SIMILARITY INDEX

15%

INTERNET SOURCES

5%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1	archive.umsida.ac.id Internet Source	12%
2	jurnal.itscience.org Internet Source	1%
3	jurnal.peneliti.net Internet Source	<1%
4	journal2.unusa.ac.id Internet Source	<1%
5	www.frontiersin.org Internet Source	<1%
6	cmsdata.iucn.org Internet Source	<1%
7	Submitted to Hotelschool Den Haag Student Paper	<1%
8	economics.ifrel.org Internet Source	<1%
9	repository.uir.ac.id Internet Source	<1%
10	Submitted to Karelia University of Applied Sciences Student Paper	<1%
11	Marcella Valencia Tan, Evelyn Hemme Tambunan. "Loss of a Parent: A Phenomenological Exploration on the Lived	<1%

Experiences of Nursing Students", Jurnal Ners, 2025

Publication

12	Submitted to Arab Open University Student Paper	<1 %
13	cahaya-ic.com Internet Source	<1 %
14	journal.akademimerdeka.com Internet Source	<1 %
15	distantreader.org Internet Source	<1 %
16	eprints.umsida.ac.id Internet Source	<1 %
17	repository.uhamka.ac.id Internet Source	<1 %
18	www.mdpi.com Internet Source	<1 %

Exclude quotes On

Exclude matches < 10 words

Exclude bibliography On