

THE EFFECTIVENESS OF THE "GUIZZER" LEARNING MEDIA ON THE MATHEMATICAL PROBLEM SOLVING ABILITY OF CLASS V PRIMARY SCHOOL STUDENTS

Lovika Ardana Riswari^{1*}, Indriyani Ningkrum², Tri Iftitahur Rohmah³

Universitas Muria Kudus, Jl. Lingkar Utara UMK, Gondangmanis, Bae, Kudus, 59327, Indonesia.

E-mail: lovika.ardana@umk.ac.id

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ABSTRACT

Based on observations and interviews, students' mathematical problem-solving skills were found to be relatively low due to limited understanding of mathematical problems, low learning interest, and the lack of innovative instructional media. This study aimed to investigate the potential of the "Guizzer" learning media to improve the mathematical problem-solving skills of fifth-grade students at SD Negeri Waturoyo. A quantitative pre-experimental approach employing a one-group pretest-posttest design was adopted as an initial exploratory stage of media development, due to the limited sample size, which did not permit the establishment of a control group. Data were obtained through pretests and posttests/data were gathered using pretest and posttest instruments and then analyzed through normality testing, a paired-samples t-test to analyze differences between pre-intervention and post-intervention results, and an N-Gain test to identify the magnitude of enhancement. The normality test the findings revealed that both the pretest data (Sig. = 0.763) and posttest data (Sig. = 0.589) the data followed a normal distribution. Therefore, a paired-samples t-test was conducted. The results showed a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference was found between the pretest and posttest scores. Furthermore, the N-Gain analysis yielded a score of 0.5, which falls into the moderate category. The results of this study suggest that the implementation of the "Guizzer" learning media was associated with an increase in students' mathematical problem-solving skills. Therefore, the "Guizzer" learning media demonstrates potential as an instructional tool for developing students mathematical problem-solving skills; however, further studies employing a control-group design are required to provide stronger evidence of its effectiveness.

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1. INTRODUCTION

Education plays a vital role in shaping students' knowledge, skills, and attitudes, preparing them for various future situations. Achieving this goal requires a learning process that fosters student initiative. Contemporary education emphasizes 21st-century learning, which equips students with four key competencies, including critical thinking and problem-solving skills (Candra & Rahayu, 2021). In addition, contemporary multimedia learning environments should encourage learners to actively process information by selecting relevant content, organizing it into coherent mental structures, and integrating it with prior knowledge, thereby promoting meaningful learning and knowledge transfer (Lawson et al., 2024). Mathematics is one of the subjects that demands problem-solving abilities. It is a subject taught continuously from the primary through the secondary education levels (Riswari & Ermawati, 2020).

Mathematics is a discipline applicable across various aspects of life and is directly linked to the daily activities of human beings (Nissa et al., 2021). Mathematics instruction, particularly at the primary school level, aims not only to teach students arithmetic skills but also to foster problem-solving abilities. Learning mathematics also involves the critical thinking skills necessary to comprehend concepts and resolve problems (Zulfa et al., 2023). Problem-solving ability is defined as an individual's capacity to investigate and devise inventive strategies to acquire knowledge and find solutions to problems (Csapó & Funke, 2017). This aligns with the view of Riswari & Ermawati (2023), who describe problem-solving as a method used to address a specific issue. Meanwhile, mathematical problem-solving is the process by which an individual formulates a plan or strategy to solve a mathematical problem (Riswari & Ermawati, 2023). According to Andayani & Lathifah (2019), mathematical problem-solving ability refers to the capacity of an individual or student to work on word problems and problems with multiple solutions, as well as to apply mathematics to real-life situations in order to resolve problems encountered during mathematics learning. Based on this explanation, mathematical problem-solving ability can be defined as an individual's effort or capacity to employ strategies to find solutions to problems encountered within the subject of mathematics.

Furthermore, interview results indicate that learning resources remain centered on student worksheets (LKS), with learning facilities and media, whether tangible or digital, not yet being utilized optimally. This situation results in a lack of student enthusiasm during the learning process. Consistent with the views of Ermawati and Amalia (2023), the underutilization of learning media can diminish student motivation in mathematics. For the mathematics subject, the established Criterion for Achieving Learning Objectives (KKTP) is 75. However, results from the First Semester Final Summative Assessment (SAS) indicate that out of 28 fifth-grade students at SD N Waturoyo, only two met the KKTP, while the remaining 26 failed to do so.

An ideal teacher exerts a significant influence on students. A key aspect of teaching success lies in a teacher's ability to capture students' attention during instruction. This is supported by Ermawati and Riswari (2023), who state that teachers who utilize instructional media can enhance students' knowledge, skills, and engagement, thereby ensuring that learning proceeds optimally and effectively. Engaging instructional media designed by teachers facilitates the achievement of educational goals, such as improving

mathematical problem-solving skills (Rahim & Rahman, 2022). However, the reality in the field often contrasts with this ideal. Given the issues identified, there is a need to improve mathematics instruction for fifth-grade students, particularly regarding mathematical problem-solving capabilities. One strategy to support the achievement of learning objectives is the use of instructional media. Well-designed multimedia learning environments have been shown to facilitate meaningful learning by integrating verbal and visual information in ways that promote active cognitive processing and reduce unnecessary cognitive load (Mayer, 2024). Recent evidence further indicates that multimedia learning environments designed according to the Cognitive Theory of Multimedia Learning (CTML) improve learner engagement, content organization, and learning effectiveness through the integration of interactive educational technologies (Alshaikh et al., 2024). This aligns with the view of Nurfadhillah (2021), who notes that instructional media serve as supportive tools that teachers can leverage to realize learning goals effectively and efficiently.

One way to address the challenge of low mathematical problem-solving skills among students is by utilizing Android-based instructional media designed to meet the needs of students in the current digital era. Recent evidence also suggests that multimedia technologies enhance cognitive engagement and support deeper learning when they are designed according to sound pedagogical principles (Twabu et al., 2026). The use of educational game-based mathematics applications has been proven to enhance critical thinking skills and student engagement during mathematics lessons in elementary schools (Riswari et al., 2025). This finding is consistent with recent evidence indicating that multimedia-supported learning environments improve student interaction, engagement, and learning effectiveness when instructional activities are intentionally designed (Çeken & Taşkın, 2022). Recent classroom-based evidence also suggests that instructional videos are more effective when they incorporate multimedia design principles that reduce cognitive load, manage essential processing, and foster generative learning (Torre & Désiron, 2024).

While previous studies have designed digital learning media to support mathematics education, gaps remain. Trisanti et al. (2021) found that constructivist educational games could influence students' problem-solving skills but did not integrate structured content delivery into the media. Uska et al. (2022) developed an Android-based mathematics learning application but did not specifically focus on enhancing problem-solving abilities. Similarly, Riswari, Ermawati, and Mustofa (2025) demonstrated the successful implementation of the MESSI LARI Android application but did not combine interactive presentation features with game elements accessible offline via a standalone application (APK). Consequently, there remains a research gap regarding digital mathematics learning media that simultaneously integrates structured content delivery, interactive game elements, and offline accessibility, particularly for enhancing the mathematical problem-solving skills of elementary school students.

Based on these needs, the researchers developed the "Guizzer" digital learning medium for fifth-grade students. This medium combines an interactive PowerPoint presentation integrated with the Quizwhizzer website, subsequently converted into a standalone application (APK) using iSpring and APK Builder. The interactive PowerPoint

facilitates two-way interaction between students and their smartphones (Puspita et al., 2020), while Quizwhizzer offers various games with engaging features for question creation, thereby making mathematics learning more enjoyable (Faijah et al., 2022). Unlike similar web-based platforms such as Quizizz and QuizWhizzer, which require an internet connection and a login process for every use, "Guizzer" is designed as an application (APK) that can be accessed offline once installed on students' devices, offering greater flexibility across various learning environments. Furthermore, while the Android-based applications in studies by Uska et al. (2022) and Riswari, Ermawati, & Mustofa (2025) focused primarily on general content delivery, "Guizzer" uniquely combines content delivery via interactive presentations with evaluative game elements within a single integrated medium; this allows students to grasp concepts while simultaneously practicing problem-solving skills. This specific combination represents the novelty of the "Guizzer" learning medium compared to previous studies.

This novelty is also supported by a number of international studies revealing that the implementation of digital game-based learning has the potential to enhance students' mathematical abilities. (Lozano et al., 2023). Developing a game-based mathematics learning application to practice mathematical patterns and structures. Research results indicate that the application received positive responses from students and experts alike, and holds potential for supporting more interactive and engaging mathematics learning. These findings reinforce the theoretical basis for developing digital learning media such as "Guizzer" to enhance mathematical problem-solving skills.

Based on the outlined problems, research gaps, and novelty, the researcher conducted a study on the effectiveness of the "Guizzer" learning medium regarding the mathematical problem-solving skills of fifth-grade elementary school students, with the following research question: "How effective is the use of the 'Guizzer' learning medium for the mathematical problem-solving skills of fifth-grade students at SD Negeri Waturoyo?" The "Guizzer" learning medium is shown below.



Figure 1. Initial interface of the "Guizzer" media.



Figure 2. QuizWhizzer interface.

2. METHODS

This study employs a quantitative approach using an experimental method, a method aimed at analyzing the impact of one variable on another (variables X and Y) (Syahrizal & Jailani, 2023). The research utilizes a pre-experimental design, specifically the one-group

pretest-posttest type involving the administration of a pretest prior to the intervention to assess the effectiveness of the "Guizzer" learning medium on the mathematical problem-solving skills of fifth-grade students at SD Negeri Waturoyo. Subsequently, a posttest is administered following the intervention. The research framework to be implemented is outlined below.

Table 1. *One Group Pretest Posttest*

Subject	Pretest	Treatment	Posttest
Grade V students	O ₁	X	O ₂

Source* : (Sugiono, 2018)

Description:

O₁ = *Pretest*

X = Implementation of the "Guizzer" learning medium

O₂ = *Posttest*

This study adopts a one-group pretest-posttest design because it represents the initial testing phase of the "Guizzer" learning media, and only a single Grade V class was available at SD Negeri Waturoyo to serve as the research subject, making it impossible to establish a control group. This limitation was taken into account when interpreting the research findings. The study was conducted at SD Negeri Waturoyo during the 2023/2024 academic year (January–May 2024) using a saturated sampling technique, meaning all 28 Grade V students were included in the sample. Data were collected through observation, interviews, a five-item essay test (administered as both pretest and posttest), and documentation. Data analysis involved content validity testing for the Guizzer media and test instruments, the Shapiro–Wilk normality test, a paired-sample t-test, and an N-Gain test to measure the effectiveness of the treatment. The formulas applied in this study, based on Wanabuliandar et al. (2022), cover the following stages.

$$\text{N-Gain} = \frac{\text{posttest score} - \text{pretest score}}{\text{ideal score} - \text{pretest score}}$$

After obtaining the N-Gain results, the data were interpreted according to N-Gain assessment categories. Based on these categories, the media is considered effective if it achieves an N-Gain score greater than 0.3 falling into the medium or high category (Kurniawan & Hidayah, 2021). The N-Gain value categories applied in this study are presented below.

Table 2. *N-Gain Categories*

N-Gain Value	Interpretation
$-1,00 \leq g < 0,00$	Decrease
$g = 0,00$	No Decrease
$0,0 < g < 0,30$	Low
$0,30 \leq g < 0,70$	Medium
$0,70 \leq g < 1,00$	High

Source* : (Wanabuliandari et al., 2022)

2.1 Research Subjects

This study was conducted at SD Negeri Waturoyo during the even semester of the 2023/2024 academic year, specifically from January to May 2024. The entire fifth-grade student body at SD Negeri Waturoyo constituted the study's population. The sample was determined using the saturated sampling technique, a method in which the entire

population is included as the sample. This technique was selected given the limited size of the population comprising only a single class, which allowed all population members to be reached and included in the study. Consequently, the sample for this research consisted of 28 fifth-grade students from SD Negeri Waturoyo.

2.2 Data Collection

Data collection was carried out using observation, interviews, tests, and documentation. Observations and interviews were conducted during the initial stage of the research to identify mathematics learning issues in the fifth-grade class at SD Negeri Waturoyo. Documentation was used to obtain supporting data regarding school conditions and the research process.

The primary research instrument was a test designed to measure mathematical problem-solving skills, administered via pre-test and post-test activities. The test consisted of five essay questions that assessed students' abilities based on mathematical problem-solving indicators. Before use, the instrument underwent content validation by experts to ensure its alignment with the research objectives.

Before being implemented, the "Guizzer" learning medium underwent content validation by two learning media experts. The validation results are presented in Table 3.

Table 3. Summary of Media Validation Results

Expert Validator	Total Score	Percentage	Criteria
Media Validator I	47	78,3 %	Suitable
Media Validator II	51	85%	Highly Suitable
Average	49	81,65%	Highly Suitable

Source* : Researcher

The research procedure began with a pretest to assess the students' initial mathematical problem-solving abilities. Subsequently, the students received an intervention involving instruction that utilized the "Guizzer" learning medium. Following the intervention, a posttest was administered to determine changes in their mathematical problem-solving abilities after using the learning medium.

2.3 Data Analysis

The collected data were processed using quantitative analysis. The analysis began with a normality test using the Shapiro-Wilk test to determine whether the pretest and posttest data were normally distributed. The data distribution is considered normal if the significance value (Sig.) is greater than 0.05. In the second stage, to test for a statistically significant difference between pretest and posttest scores, a hypothesis test, specifically a paired-sample t-test, was conducted, provided the data were normally distributed. The test was performed at a significance level of 0.05, with the following criterion: if the Sig. (2-tailed) value is less than 0.05, a significant difference exists between the pretest and posttest scores, indicating that the implementation of the "Guizzer" learning medium has a significant effect on students' mathematical problem-solving abilities.

Subsequently, the effectiveness of the "Guizzer" learning medium was analyzed using the N-Gain test. The N-Gain test was used to measure the magnitude of the improvement

in students' mathematical problem-solving abilities following the intervention. The N-Gain value was calculated using the following formula:

$$\text{N-Gain} = \frac{\text{posttest score} - \text{pretest score}}{\text{ideal score} - \text{pretest score}}$$

Subsequently, the calculation results were interpreted based on N-Gain categories: low ($0.00 < g < 0.30$), medium ($0.30 \leq g < 0.70$), and high ($0.70 \leq g < 1.00$). The learning medium was considered effective if it achieved an N-Gain score greater than 0.30 or fell within the medium category.

3. RESULTS AND DISCUSSION

3.1. Pretest and Posttest Results

The research findings consist of scores obtained by students through pretest and posttest activities. The data regarding the research results are presented below.

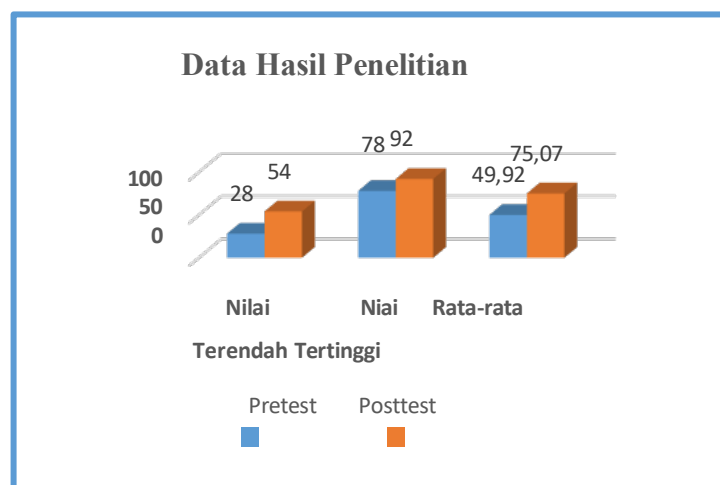


Figure 3. Research Data

3.2. Normality Test Results

The Shapiro-Wilk normality test results yielded significance values of 0.763 for the pretest and 0.589 for the posttest.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.110	28	.200 [*]	.977	28	.763
Posttest	.126	28	.200 [*]	.970	28	.589

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 4. Normality test results using SPSS 27.

3.3. Paired Sample T-Test Results

The paired sample t-test yielded a calculated t-value of -22.750, with df = 27 and a significance value (Sig. 2-tailed) of 0.000. Since the Sig. (2-tailed) value is below 0.05, the null hypothesis is rejected, while the alternative hypothesis is accepted.

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-25.14286	5.84817	1.10520	-27.41054	-22.87517	-22.750	27	.000

Figure 5. Paired Sample T-Test Results

3.4. N-Gain Test Results

The N-Gain calculation yielded an average score of 0.5, falling into the medium category.

Table 3. N-Gain Analysis Results for Mathematical Problem-Solving Ability Indicators

Mathematical Problem-Solving Ability Indicator	Average		N-Gain Score	Category
	Pretest	Posttest		
Understanding the problem	71,19	96,19	0,77	High
Formulating a solution plan	50,71	76,42	0,53	Medium
Executing the solution plan	56,42	75,71	0,46	Medium
Reviewing the solution	7,50	41,07	0,35	Medium
Average N-Gain Score			0,5	Medium

Sumber*: Researcher

3.5. Discussion

Figure 3 above illustrates the application of learning media to the mathematical problem-solving skills of fifth-grade students at SD Negeri Waturoyo. The pretest results show a minimum score of 28 and a maximum of 78, with an average of 49.92. In contrast, the posttest results show a minimum score of 54 and a maximum of 92, with an average of 75.07.

After obtaining the pretest and posttest scores, the data were analyzed using a normality test to determine whether the distribution was normal. This study employed the Shapiro-Wilk statistical technique for the normality test.

Based on Figure 4, the significance (sig.) value for the pretest was 0.763, and for the posttest, it was 0.589. Since the significance values for both datasets exceeded 0.05, the research data met the assumption of normality. Given that the data satisfied the normality assumption, a paired-sample t-test was conducted to determine whether the difference between pretest and posttest scores was statistically significant. The test results yielded $t = -22.750$, $df = 27$, and $\text{Sig. (2-tailed)} = 0.000 < 0.05$, indicating a significant difference between the pretest and posttest scores regarding mathematical problem-solving skills. These findings demonstrate that the score improvement observed after using the "Guizzer" media was not merely descriptive but also statistically significant. This testing was necessary because the N-Gain category alone could not confirm that the observed improvement did not occur by chance.

An analysis of improvement using the N-Gain test regarding students' mathematical problem-solving skills revealed that instruction using the "Guizzer" media resulted in posttest scores that were higher than pretest scores. This can be observed by examining the scores for each indicator of problem-solving ability. For the indicator of understanding

the problem, the pretest score was 71.19, and the posttest score was 96.19, resulting in an N-Gain of 0.77. The indicator for planning the problem solution showed a pretest score of 50.71 and a posttest score of 76.42, yielding an N-Gain of 0.53. The indicator for solving the problem recorded a pretest score of 56.42 and a posttest score of 75.71, resulting in an N-Gain of 0.46. For the indicator of reviewing the answer, the pretest score was 7.50, and the posttest score was 41.07, resulting in an N-Gain of 0.35. Based on the description above, it is evident that scores improved across all indicators.

The indicator for understanding the problem showed the greatest improvement. This can be attributed to the fact that the problem-understanding stage is relatively concrete and can be repeatedly practiced using the interactive quizzes available on the Guizzer platform. Through exercises that provide immediate feedback, students become more adept at identifying the given information and the specific questions posed in a problem. During the pretest, some students had identified the known information and the questions asked, yet there were still inaccuracies or omissions in how they recorded them. Following the intervention, students were able to identify the given information and the questions asked with greater accuracy. A strong ability to understand the problem supports students in formulating a correct solution plan (Ruqoiyyah et al., 2023). This is evident in the students' work shown in Figure 5.

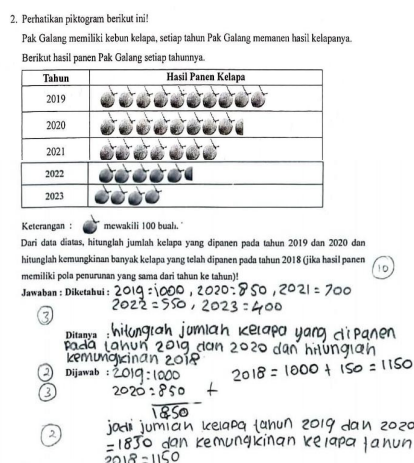


Figure 5. Student Answer Sheet

Conversely, the aspect of reviewing answers showed the least improvement compared to other indicators. This stage involves a metacognitive skill requiring students to reflect on the problem-solving process and the results they obtained. During the pretest, most students did not review their answers and, consequently, failed to state a conclusion based on their results. Following the use of the Guizzer media, an improvement was observed in this indicator, although some students still did not write complete conclusions or forgot to review their answers. These findings align with research by Nihaya et al. (2022), which indicates that students tend to focus on solving problems until they reach a final result, paying less attention to the stage of reviewing their work. Furthermore, metacognitive skills generally develop gradually and require habituation and continuous guidance; thus, the relatively short duration of the intervention in this study was likely insufficient to fully optimize the development of these abilities. Examples of student work regarding this indicator are shown in Figure 6.

3. Perhatikan data berikut!

Peserta didik kelas V dan VI SD N Waturoyo memiliki umur yang berbeda-beda. Berikut adalah data umur kelas V dan VI SD N Waturoyo.

Banyak peserta didik	15	12	23	8
Umur (tahun)	10	11	12	13

Berdasarkan data umur pada tabel diatas, hitunglah berapa jumlah peserta didik keseluruhan dan berapa peserta didik yang umurnya dibawah 11 dan diatas 11 tahun!

Jawaban : Diketahui : $10 = 15$
 $11 = 12$
 $12 = 23$
 $13 = 8$

Ditanya : Berapa jumlah keseluruhan peserta didik, berapa jumlah peserta didik yang umurnya dibawah 11 dan diatas 11 tahun.

Jawab : $15 + 12 + 23 + 8 = 58$
 $10 = 15$
 $11 = 12$
 $12 = 23$
 $13 = 8$
 Jadi jumlah keseluruhan peserta didik adalah 58

Figure 6. Student Answer Sheet

The implementation of the "Guizzer" learning medium demonstrated an improvement in students' mathematical problem-solving abilities following the intervention, compared to pre-intervention levels. This is evident from the pretest and posttest scores: the average pretest score was 49.92, while the average posttest score was 75.07. As a digital-based learning medium, "Guizzer" allows students to engage with the material anywhere, whether at home or at school. Furthermore, "Guizzer" fosters mathematical problem-solving skills regarding data-related topics through the explanations and quizzes embedded within the platform. During the use of "Guizzer," students showed increased interest and enthusiasm for the learning process, as demonstrated by their ability to solve the quiz questions provided within the medium. This finding is consistent with the Cognitive Theory of Multimedia Learning, which suggests that embedding practice questions within segmented multimedia instruction promotes active processing and facilitates meaningful learning through the selection, organization, and integration of information (Cavanagh & Kiersch, 2023). These findings are further supported by Rahmatania & Setiawan (2021), who noted that digital-based learning media can capture students' interest and enhance problem-solving skills through the questions or quizzes included in the medium. This improvement is likely linked to the characteristics of "Guizzer" as an interactive, digital-based medium. It offers flexibility for use during both classroom instruction and independent study at home, while featuring content and quizzes that motivate students to actively participate in the learning process. This result is supported by recent evidence indicating that interactive features, learner control, and embedded quizzes are important characteristics of digital learning environments that enhance learner engagement and learning effectiveness (Navarrete et al., 2025).

The N-Gain test yielded an average score of 0.5, placing it in the "medium" category. However, the N-Gain category alone cannot serve as the sole basis for determining the effectiveness of a learning medium. Therefore, the interpretation of these research findings relies on a combination of the N-Gain test results and the paired sample t-test results. Based on these combined findings, the "Guizzer" medium demonstrates significant potential in supporting the improvement of students' mathematical problem-solving abilities.

The findings of this study can also be linked to previous research utilizing Android-based learning media. Mahuda et al. (2021) reported an N-Gain score of 0.6, while Rejeki and Nugraheni (2024) obtained an N-Gain score of 0.582. The N-Gain score of 0.5 in the present study falls into the same category, moderate, despite being numerically slightly

lower. This difference may be attributed to variations in intervention duration, the scope of the material tested, learner characteristics, or the research instruments employed. Nevertheless, the consistent N-Gain categorization across all three studies suggests a trend indicating that game-based digital learning media have the potential to support improvements in students' mathematical problem-solving skills.

3.6. Research Limitations and Directions for Future Research

This study employed a one-group pretest-posttest design without a comparison group; consequently, the observed improvement in students' mathematical problem-solving skills cannot be attributed solely to the use of the Guizzer medium. Nevertheless, this design provides insight into the changes in students' abilities before and after the intervention. Furthermore, the study was conducted with 28 students in a single class and focused on the topic of data. The findings indicate a significant improvement in mathematical problem-solving skills, falling within the moderate N-Gain category.

Based on these results, it is recommended that future research utilize a quasi-experimental design with a control group to obtain stronger evidence regarding the impact of the Guizzer medium on mathematical problem-solving skills. Additionally, future studies could involve larger samples from multiple schools, test the application of the medium with other mathematical topics, and integrate quantitative and qualitative methods to gain a more comprehensive understanding of students' problem-solving processes in mathematics learning.

4. CONCLUSIONS

Based on the research findings and data analysis, there was an improvement in the mathematical problem-solving skills of fifth-grade students at SD Negeri Waturoyo following the use of the "Guizzer" learning medium. The paired-sample t-test yielded a significance value of 0.000 ($p < 0.05$), indicating a significant difference between pretest and posttest scores. Furthermore, the N-Gain score of 0.5 fell into the moderate category, suggesting a moderate level of effectiveness in improving student learning outcomes. These results indicate that the use of the Guizzer medium has the potential to enhance mathematical problem-solving skills.

In practical terms, these findings offer teachers an alternative resource to support mathematics instruction. For schools, the "Guizzer" medium can serve as a learning aid that fosters student engagement. From a theoretical perspective, this study contributes to the body of literature regarding the use of digital learning media in primary schools.

This study is subject to limitations, including a small sample size, the absence of a control group, and a scope restricted to a single school. Consequently, future research should examine the "Guizzer" medium using larger samples and broader contexts, while employing more rigorous and controlled experimental designs, such as the Pretest-Posttest Control Group Design.

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