The Effect of Quizizz as an Evaluation Tool on Student Learning Outcomes in Islamic Religious Education

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Abstract

This study tries to find out how using Quizizz as a way to check learning affects students' results in the subject World and Hereafter Balance at MTsN 1 Kota Palangka Raya. The study uses an experimental approach with a design that only includes a post-test for comparison. Two classes were involved: class VIII-5 as the control group and class VIII-7 as the experimental group, making a total of 60 students. The method used to select the students was purposive sampling. The data was analyzed with SPSS version 26, using an Independent Samples t-test and also a quantitative descriptive analysis through percentages. The findings showed that students in the experimental group had better learning results than those in the control group. Most students from both groups gave positive comments about using Quizizz, which was considered "good." The t-test results also showed a big difference between the two groups, meaning that using Quizizz had a significant effect. So, it is hoped that teachers can use interactive tools like Quizizz in their lessons to help students learn better and stay more engaged. The study suggests that using digital tools like Quizizz can be a good way to evaluate learning, and teachers should consider using this technology to improve learning results, engagement, and interest in learning. The implications of this study indicate that the use of interactive digital media such as Quizizz can be an effective alternative in the learning evaluation process. It is hoped that teachers can integrate this technology to improve student learning outcomes, engagement, and motivation in learning.

Keywords: Quizizz Media; Evaluation of Learning Outcomes; Balance of World and Hereafter; Student Response

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan Quizizz sebagai alat untuk mengevaluasi pembelajaran mempengaruhi hasil belajar siswa pada mata pelajaran Keseimbangan Dunia dan Akhirat di MTsN 1 Kota Palangka Raya. Penelitian ini menggunakan pendekatan eksperimental dengan desain yang hanya mencakup post-test untuk perbandingan. Dua kelas terlibat: kelas VIII-5 sebagai kelompok kontrol dan kelas VIII-7 sebagai kelompok eksperimen, dengan total 60 siswa. Metode yang digunakan untuk memilih siswa adalah sampling purposif. Data dianalisis menggunakan SPSS versi 26, dengan uji t sampel independen dan juga analisis deskriptif kuantitatif melalui persentase. Hasil penelitian menunjukkan bahwa siswa di kelompok eksperimen memiliki hasil belajar yang lebih baik dibandingkan dengan kelompok kontrol. Sebagian besar siswa dari kedua kelompok memberikan komentar positif tentang penggunaan Quizizz, yang dianggap "baik". Hasil uji t juga menunjukkan perbedaan yang signifikan antara kedua kelompok, artinya penggunaan Quizizz memiliki efek yang signifikan. Oleh karena itu, diharapkan guru dapat menggunakan alat interaktif seperti Quizizz dalam pelajaran mereka untuk membantu siswa belajar lebih baik dan tetap terlibat. Studi ini menyarankan bahwa penggunaan alat digital seperti Quizizz dapat menjadi cara yang baik untuk mengevaluasi pembelajaran, dan guru sebaiknya mempertimbangkan penggunaan teknologi ini untuk meningkatkan hasil belajar,

keterlibatan, dan minat dalam belajar. Implikasi dari penelitian ini menunjukkan bahwa pemanfaatan media digital interaktif seperti Quizizz dapat menjadi alternatif yang efektif dalam proses evaluasi pembelajaran, sehingga diharapkan guru dapat mengintegrasikan teknologi ini untuk meningkatkan hasil belajar, keterlibatan, serta motivasi siswa dalam pembelajaran.

Kata Kunci: Media Quizizz; Evaluasi hasil belajar; Keseimbangan Dunia dan Akhirat; Respon siswa.

Introduction

Quizizz media, as a technological innovation, is here to address the limitations of conventional, slow evaluation methods, while offering interactive solutions in the learning process (Fauzi, 2023). Quizizz, as a gamified formative assessment tool, has proven to be effective in increasing student motivation to learn (Yuniastuti, et al., 2021). Quizizz offers a variety of interactive features that can make the evaluation process more engaging and effective (Wibowo, 2023). Quizizz has great potential to improve the effectiveness of Al-Qur'an Hadith learning evaluation. Through interactive quizzes tailored to the material, students are more actively involved in the evaluation process. Quizizz also provides quick and accurate feedback, so students can immediately know the extent of their understanding of the material they have learned (Aeni, et al, 2024). Quizizz can be used as a learning medium, as explained in the article (Aditiyawarman, et al., 2022), This is also supported by the opinion of Ariyanto, T. P., Harsan, T., & Hadiprasetyo, K. The topic of Al-Qur'an and Hadith is a part of PAI that focuses on helping students learn to read, write, and understand the Qur'an and Hadith, and it also helps to inspire and encourage them (Hilma & Santoso, 2023).

The importance of using Quizizz as an evaluation tool for learning material on the Balance between the World and the Hereafter lies in its ability to improve student learning outcomes. This is because this medium can create an interactive, fun, and competitive learning atmosphere, thereby encouraging active student participation in the evaluation process. This medium also greatly assists teachers in conducting quick and accurate assessments. Research by (Handayani, et al. 2025). shows that the use of Quizizz significantly improves student motivation and learning outcomes compared to conventional evaluation methods. Similarly, research by (Abdilah, et al., 2025). states that Quizizz is an effective evaluation tool because it presents questions in the form of interactive quizzes that can be accessed flexibly and in real time. However, not all teachers are utilizing this tool optimally. Some teachers may not be aware of its existence or may lack the skills to manage it. In addition, limited facilities and a lack of training are also obstacles that prevent Quizizz from being widely used in the learning process (Ruslan, et al., 2025).

In today's world, where everything is connected through technology, using digital tools in teaching and testing has become very important. Many schools are trying to include these tools to make learning more lively, faster, and enjoyable. However, in reality, not all educators have fully utilized the potential of digital media, especially in learning evaluation activities. Although various interactive platforms such as Quizizz are available and easily accessible, their use remains limited among teachers. However, Quizizz has not been widely used by teachers in the learning evaluation process. Based on an interview conducted with a teacher of the Al-Qur'an Hadis subject for eighth-grade students at MTsN 1 Kota Palangka Raya, it was found that teachers have not fully utilized quiz-based media. The evaluation tools used in daily assessments (PH) remain conventional, relying on paper-based methods. The lack of utilization of available

facilities and infrastructure in the classroom during learning and evaluation activities has caused many students to feel bored and unmotivated during evaluations. With Quizizz, teachers now have a new alternative for conducting learning evaluations that are more interesting, enjoyable, and able to actively engage students (Wahyudi, et al., 2020). This medium allows students to work on questions digitally, receive immediate feedback, and create a competitive and engaging evaluation environment (Syahwinsyah, et al., 2025). So, using Quizizz as a way to check how well students are learning is really important. It helps make learning more effective and improves the results students get, especially when it comes to studying the Al-Qur'an and Hadith.

The content about the balance of this world and the hereafter covered in the Al-Qur'an and Hadith subject has deep spiritual and moral lessons, so it needs a teaching method that can really engage students and help them understand it well. Through the Quizizz platform, this material can be evaluated using a more interactive and relevant approach tailored to the characteristics of today's students, who are generally tech-savvy (Ramadhani, et al., 2025). So, Quizizz is not just for testing students, but also helps make learning fun and meaningful for them.

Learning outcomes are the abilities acquired by students after going through the learning process, marked by relatively permanent behavioral changes (Amalia, et al., 2025). Learning outcomes also reflect the level of success of students in understanding the subject matter, which is usually measured through test scores (Komariah & Lutfi, 2024). In Islamic education, learning outcomes include not only cognitive aspects, but also the formation of morals and divine values derived from the Qur'an and Hadith (Purnama, 2022). Islamic education aims to shape people with noble character who worship as an expression of obedience to Allah and have good social relationships (Abdullah & Saudah, 2024). So, Islamic education helps keep young people safe from moral problems that might come in the future (Harimulyo, et al., 2021).

Learning the Al-Qur'an and Hadith helps shape students' character in a meaningful way (Astuti et al., 2023). However, evaluations are still dominated by conventional methods that are less appealing (Musthofa & Inayati, 2024). In fact, subjects such as Balance between Worldly and Afterlife Life require an evaluation approach that touches on the cognitive, affective, and psychomotor domains (Sinulingga, 2023). Quizizz is an innovative game-based platform that enables interactive and enjoyable evaluation. This platform helps teachers create questions, provide instant feedback, and increase student participation, thereby potentially improving learning outcomes (Ni'am, et al., 2023).

Methods

This study used a posttest-only control group design to measure the effect of using Quizizz media on student learning outcomes. The posttest-only control group design was chosen because it can measure the effect of the treatment directly without being influenced by the students' initial scores, as well as avoiding the pretest effect that can influence learning outcomes. The study involved two eighth-grade classes from MTsN 1 Kota Palangka Raya, chosen using purposive sampling. Class VIII-5 served as the control group, while class VIII-7 was the experimental group, making a total of 60 students. The tools used were 20 multiple-choice questions to check how well the students learned and a questionnaire to gather their opinions about using the Quizizz platform. The instruments underwent content validity testing by experts and empirical testing to ensure the quality of the questions. The study was conducted over two months, from April to June 2025. Different treatments were applied to each class. The experimental class used the Quizizz media in the evaluation process, with interactive quizzes and digital post-tests accompanied by automatic feedback. Meanwhile, the control group used traditional ways

to evaluate learning, such as practice questions and paper-based tests after the lessons. The data were analyzed using an Independent Samples t-test, and SPSS version 26 was used to help find any differences in learning results between the two groups. Before the analysis, some basic statistical checks like normality and homogeneity were done, but the full results of these checks are explained in the results and discussion section. The data from the questionnaire were looked at both in terms of descriptions and numbers, and presented as percentages.

Results and Discussion

According to the study results, the data shown in the table below was collected. The normality and homogeneity tests are summarized in Tables 1 and 2.

Table 1. Normality Test of Posttest Data for the Experimental Group and Control Group

Class	Shapiro Wilk		
	Statistic	Df	Sig.
Post-test Experiment	.949	30	.158
Post-test Control	.937	30	.077

Looking at table 1, we can say that the data follows a normal distribution. This is shown by the results of the Shapiro-Wilk test for normality. The experimental group had a significance value of 0. 158, and the control group had a value of 0. 077. Both of these values are higher than 0. 05, which means that the learning outcomes from both groups are normally distributed. The normality test used was the Shapiro-Wilk test, as this method is more suitable for sample sizes under 50. This finding is supported by the opinion of (Istyastono, 2020), the statement says that data is considered normally distributed when the significance value is higher than 0. 05. So, the data meets the normality assumption and can be analyzed with parametric statistical methods. This conclusion is also in line with research (Kurniawan & Gustiana, 2024) in the article "The Effect of Canva Learning Media on Learning Outcomes in Information and Communication Technology Subjects," which applies similar principles in determining the suitability of data for parametric testing. Then, a homogeneity analysis was conducted based on Table 2, which shows that the data from both groups have homogeneous variance.

Table 2. Testing the Homogeneity of Posttest Data for the Experimental Group and Control Group

Based on Mean	.359
Posttest (Experimental & Control)	

Table 2 shows the results from the Levene test, which checks if variances are equal across groups, and the significance level is 0. 359. This value is also greater than 0.05, which means that the data from both groups have homogeneous variance. Therefore, it can be concluded that the data in this study meet the basic assumptions of parametric tests, namely normality and homogeneity. This is in line with the opinion of (Karisima, et al., 2025) which states that variance homogeneity testing is conducted to ensure that the distribution of data between the groups being compared is uniform, so that parametric analyses such as the t-test can be applied validly. So, the next step in the analysis can start with the Independent Sample t-Test to check the hypothesis. Also, the data about the learning outcomes from both the experimental group, which used the interactive media Quizizz, and the control group, which didn't use it, is shown in Table 3. This table has details like the average, highest score, lowest score, and how much the scores vary for each group.

Table 3. Description of Posttest Learning Outcomes for the Experimental Group and Control Group

	Lowest score	Highest score	Average Learning Outcomes for Worldly and Hereafter Balance
Experimental Group Posttest	50	95	76,83
Control Group Posttest	45	90	70,33

Table 3 shows that after both groups completed the learning activities, there was a big difference in their test results. The group that used the interactive Quizizz tool had an average score of 76. 83 on the posttest, while the group that used traditional methods only scored an average of 70. 33. These results indicate that the use of Quizizz media has a positive effect on improving student learning outcomes. According to Sugiyono (Wijaya & Anggraini, 2024), An independent variable is a variable that influences or causes changes in the dependent variable. In the context of this study, Quizizz as an independent variable has an influence on student learning outcomes as a dependent variable (Mardhotillah, et al., 2025).

Quizizz, as a game-based learning evaluation tool, is able to create an interactive, competitive, and enjoyable learning environment. This is in line with the theory proposed by (Fitriyah & Mutammiroh, 2025), which states that learning media can increase students' attention, motivation, and engagement through the presentation of interesting and interactive material. In addition, the opinion (Rohima, 2023) This finding is also supported by the idea that using the right learning tools can help students better understand the material, since these tools can present information through different senses. With tech-based tools like Quizizz, students get information both visually and through sound, and they also take an active part in testing themselves. Because of this, using Quizizz has been shown to improve student learning results, especially in the topic of "Balance Between This World and the Hereafter" in the Quran and Hadith course. The average results show that students who use Quizizz during learning tend to do better than those who only take regular tests. Quizizz, as a learning tool that uses games, creates a more lively, exciting, and competitive learning setting. This kind of environment makes students more eager and ready to answer questions, which helps them learn the material better. So, using Quizizz has been proven to help improve learning outcomes, especially in the topic of "Balance Between This World and the Hereafter" in the Quran and Hadith course.

Table 4. Results of Independent Sample T-Test Calculations

Learning	F	Sig.	T	Df	Sig. (2-tailed)
Outcomes	655	422	2.374	58	0.021

Based on the analysis done using SPSS version 26, the data in table 4 shows that the t-value is 2. 374 with a degree of freedom (df) of 58. The t-value from the table at a significance level of 0. 025 for df = 58 is 2. 002. Since the calculated t-value (2. 374) is higher than the table t-value (2. 002), it means there is a significant difference between the two groups being studied. Also, the significance value (Sig. 2-tailed) is 0. 021, which is less than the alpha level of 0. 05. This supports the decision to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1). So, statistically, there is a significant difference in learning outcomes between the students who used the interactive Quizizz media and those who did not. These results are also backed by descriptive data showing that in the material on the Balance of the World and the Hereafter, students in classes VIII-7 and VIII-5 who learned using the interactive Quizizz media had higher average scores compared to the control group who learned without using digital media. With a significance value (Sig. 2-tailed) less than 0. 05, this confirms there is a significant

difference between the two groups. This means that using Quizizz media in the learning process had a positive effect on the students' learning outcomes in the experimental class. The use of Quizizz in the learning process has proven to enhance students' motivation, participation, and active engagement in evaluations. Students become more focused, interested, and enthusiastic in answering questions because the learning environment feels like an enjoyable yet academically meaningful game.

This is supported by the theory proposed by (Ali, et al. 2024), which states that interactive learning media can attract students' attention, increase motivation to learn, and facilitate understanding of the material. In addition, (Ali, et al. 2025) explains that media designed with visual and interactive elements can create a more effective learning experience because it stimulates more than one sense at the same time. Therefore, the learning process using Quizizz media not only provides variety in evaluation but also creates a conducive, competitive, and enjoyable learning atmosphere, thereby positively impacting students' learning outcomes. This significant difference can be explained by the differing treatment between the two groups. The experimental group experienced interactive, competitive evaluations supplemented with immediate feedback through Quizizz media, while the control group underwent conventional evaluations without interactive features.

Quizizz, a game-based learning platform, can increase student participation, focus, and motivation in answering evaluation questions. This contributes to an overall improvement in student learning outcomes. This finding aligns with the theory of educational media proposed by author (Umamy, et al., 2024), which states that educational media serves as a conduit for messages and information that can enhance motivation, attention, and engagement of learners in the learning process. Interactive media such as Quizizz has the advantage of providing immediate feedback, creating a fun and competitive learning environment, and adapting to the diverse learning styles of students. Additionally, according to author, (Wulandari & Wardhani, 2024), Media that presents information visually, audibly, and interactively at the same time can increase information absorption because it stimulates more than one sense at the same time. International research by (Jiménez-Sánchez & Gargallo-Camarillas, 2020) This shows that using Quizizz in EFL learning can help boost both students' internal and external motivation to learn. So, using Quizizz as a digital assessment tool does more than just test studentsit also encourages active learning, which helps them understand concepts better in a more meaningful and fun way.

Table 5. Results of the Student Response Questionnaire for the Experimental Class

No	$\sum x$	$\sum xi$	%	Description
1-20	1954	76 x 30 student	81%	Good

Based on table 5, the results of the questionnaire responses from students in the experimental class regarding the use of Quizizz media showed a score of 1,954 out of a maximum total score of 2,400 (80 statements x 20 students), which is equivalent to a percentage of 81%. Based on the interpretation criteria, this percentage falls into the "good" category, indicating that the Quizizz media is sufficiently effective and well-received by students in the learning evaluation process.

Table 6. Results of the Control Class Student Response Questionnaire

No	$\sum x$	$\sum xi$	%	Description
1-20	1925	80 x 30 student	80%	Good

Looking at table 6, the students in the control class who took part in traditional learning got a total score of 1,925 out of the maximum possible score of 2,400. This is

equivalent to 80%, which falls into the "good" category. This shows that the traditional evaluation method is still widely accepted by students. However, when compared to digital tools like Quizizz, the traditional method is not as interactive or engaging for students.

This shows that traditional media is still preferred by students, but when compared to digital tools like Quizizz, traditional media is not as engaging or interactive. The student response survey also shows that 81% of students in the experimental class liked using Quizizz. In contrast, 80% of students in the control class had a positive reaction. Although the percentage of positive responses is close, the students in the experimental class were more actively involved during the evaluation. This suggests that the positive feedback from students supports not only how well the tool works in practice but also how effectively it supports teaching and learning, as it helps increase student involvement, interest, and comprehension.

However, there are non-technical barriers to using Quizizz, such as unstable internet connections and limitations in the digital devices owned by students. Additionally, some students found it challenging to manage their time because they were not yet accustomed to digital evaluations with time limits. On the other hand, not all learning materials can be easily adapted into a digital quiz format, especially those that are analytical or in-depth. These challenges highlight the need for future digital assessments to be more adaptive and inclusive. The use of educational technology often faces non-technical challenges such as limited access to devices and infrastructure, as well as students' lack of readiness to operate technology optimally. This can impact the effectiveness of the learning process, especially when students are not yet accustomed to digital assessment systems with time limits and requiring specific technological skills.(Kusyana, et al., 2024). To overcome this, schools need to provide adequate internet access and devices, as well as familiarize students with digital evaluation systems. Teachers can also combine digital methods with other approaches that are more suitable for complex material.

Overall, the study shows that using Quizizz as a way to assess students has a good impact on how well they learn, both in terms of their knowledge and their feelings about learning (Salam, et al., 2022). Therefore, teachers are advised to consider utilizing digital media in learning assessments to create a more engaging, participatory, and effective learning environment. This is evidenced by the high enthusiasm of students during the assessment process, with the majority of students expressing that they felt happy, motivated, and assisted in understanding the material through assessments using the Quizizz platform. They provided positive feedback on the content, design, and ease of use of the platform. Quizizz is visually appealing, easily accessible via digital devices, and makes the evaluation process feel enjoyable, like playing a game. The real-time scoring and leaderboard features also encourage a competitive spirit and enhance students' seriousness in answering questions.

In line with the theory put forward by (Riniwanti, et al., 2024), which states that visually appealing and interactive learning media can increase students' attention, motivation, and effectiveness in understanding the material. In addition, (Adiputra & Hidayah, 2025)It also explains that interactive media can create a more enjoyable and meaningful learning experience because it engages students' senses simultaneously. In this context, Quizizz presents a game-based learning evaluation approach, which not only makes students cognitively active but also affectively and psychomotorically. Therefore, the high scores on the student response survey indicate that they feel supported in the evaluation process, are more focused, and better understand the material because the approach used is not boring and is easily accessible.

Quizizz, as an evaluation tool, has several advantages, such as an attractive interface, interactive question presentation, and the inclusion of gamification elements that can enhance student motivation (Tama, et al., 2025). The use of Quizizz also has positive effects, such as increasing motivation to learn, boosting competitiveness, and improving understanding of the material (Ekantini & Damayanti, 2023). In addition, Quizizz allows students to receive immediate feedback after answering questions, so they can quickly identify and understand their mistakes. The evaluation process is also more efficient because teachers do not need to correct answers manually, and learning outcome data is stored automatically. These benefits help students stay involved and make the assessment process fun, efficient, and aligned with how today's digital generation learns and interacts (Zahrah, et al., 2025). The experimental group used Quizizz, which is an interactive tool, for their lessons, while the control group followed the usual method of teaching without any digital tools (Nisa, et al., 2025). Based on observations and data collected in the field, the use of Quizizz has been proven to increase student engagement in answering evaluation questions (Handina, et al., 2025). Students appeared more enthusiastic, focused, and motivated due to the application's attractive appearance, live scoring feature, and competitive atmosphere through the real-time leaderboard, while others showed a lack of interest due to the non-interactive evaluation format. Meanwhile, in the experimental class, students competed with each other to get the highest scores and worked on the questions enthusiastically because the quiz atmosphere was like a fun game.

The better performance of students in the experimental class compared to the control class shows that using new and engaging tools like Quizizz can help make learning more effective. This means teachers should think about using tools that match modern technology and the way today's students learn. These kinds of tools can make learning more interesting and fun, leading to better results overall.

This high level of activity and motivation directly contributes to improved student learning outcomes (Astuti & Najuba, 2024). Quizizz also provides a more contextual technology-based learning experience tailored to the characteristics of the current generation, which is familiar with digital technology (Fatikhasari, et al., 2025). Therefore, it can be concluded that higher learning outcomes in the experimental class were not only influenced by the learning material, but also by an innovative, interactive, and student-centered evaluation approach that aligns with the learning needs of today's students.

This study shows that using Quizizz, an interactive media tool, can be a new and effective way to assess learning about the Al-Qur'an and Hadith. Quizizz helps make learning more interesting, gets students more involved, and improves their enthusiasm and performance. Using educational technology like Quizizz, which is based on games, is very suitable for today's digital world. It is especially useful in madrasah settings where technology is becoming more commonly used in teaching.

Conclusion

Based on the results shown earlier, we can say that using the interactive media Quizizz has a big impact on how well students learn the subject of Worldly and Afterlife Balance in Grade VIII at MTsN 1 Palangka Raya City. Quizizz makes the learning process fun and exciting by creating a competitive environment where students are more involved. This helps improve both their thinking skills and their feelings about learning. Students have given positive feedback, saying that Quizizz is fun, easy to use, and helps them want to learn more. In real life, these findings suggest that teachers should be more willing to use digital tools like Quizizz to help make education better, as long as the school has the right facilities and equipment. From a theory point of view, these results support

ideas from constructivist and behaviorist learning approaches, which stress the importance of using media to create active and meaningful learning experiences. So, Quizizz is a good and useful tool that should be considered as an alternative for effective learning evaluation. We hope that future researchers, especially those who teach Quran and Hadith, can use and develop digital tools like Quizizz to help improve students' interest in learning and their overall learning results. It is also recommended to look into how Quizizz affects other areas such as understanding the material and developing critical thinking skills.

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