



## **Development of QuizWhizzer Media for Islamic Religious Education Evaluation at SMP NU Palangka Raya**

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### **Abstract**

QuizWhizzer is a digital game-based evaluation medium that offers interactive and engaging learning experiences. This study aims to develop QuizWhizzer as an evaluation tool for Islamic Religious Education (PAI) at SMP NU Palangka Raya. The research employed a Research and Development (R&D) method using the ADDIE model and a descriptive qualitative approach. The study was conducted from April 10 to June 10, 2025, involving Grade VIII-2 students. The instruments used included media expert validation questionnaires, evaluation questions, and teacher and student response questionnaires. The validation results indicated that the media is highly feasible for use, with scores of 98% from media experts, 97.5% from item experts after revisions, and response instrument validation scores of  $\geq 81\%$ . Teacher and student responses were also positive, at 91.67% and 70% respectively. The test items demonstrated high validity, a reliability coefficient of 0.86, varied difficulty levels, good discrimination power, and effective distractors. This study concludes that QuizWhizzer is suitable for use as an interactive digital evaluation medium, particularly for the topics of buying and selling, usury (riba), and debt. The novelty of this research lies in the use of a gamification platform for PAI learning evaluation at the junior high school level, which remains uncommon, especially through the use of the QuizWhizzer digital game board that enables interactive and game-based assessment.

**Keywords: QuizWhizzer Media; Digital Evaluation; Islamic Education**

### **Abstrak**

QuizWhizzer merupakan media evaluasi berbasis game digital yang menyediakan pembelajaran interaktif dan menyenangkan. Penelitian ini bertujuan untuk mengembangkan media QuizWhizzer sebagai alat evaluasi pembelajaran Pendidikan Agama Islam di SMP NU Palangka Raya. Penelitian menggunakan metode *Research and Development* (R&D) dengan model ADDIE dan pendekatan deskriptif kualitatif. Penelitian dilaksanakan pada 10 April hingga 10 Juni 2025 dengan subjek siswa kelas VIII-2. Instrumen yang digunakan mencakup angket validasi ahli media, soal evaluasi, serta angket respons guru dan siswa. Hasil validasi menunjukkan media sangat layak digunakan, dengan skor dari ahli media sebesar 98%, ahli soal setelah revisi 97,5%, dan validasi instrumen respons  $\geq 81\%$ . Respons guru dan siswa juga positif, masing-masing sebesar 91,67% dan 70%. Soal yang diuji memiliki validitas tinggi, reliabilitas 0,86, tingkat kesukaran bervariasi, daya pembeda baik, dan pengecoh berfungsi optimal. Penelitian ini menyimpulkan bahwa QuizWhizzer layak digunakan sebagai media evaluasi digital interaktif, khususnya pada materi jual beli, riba, dan hutang piutang. Kebaruan penelitian ini terletak pada pemanfaatan platform gamifikasi dalam evaluasi pembelajaran PAI secara spesifik, yang masih jarang dilakukan di jenjang SMP, khususnya melalui papan permainan digital QuizWhizzer yang menghadirkan interaksi evaluatif berbasis permainan secara interaktif dan menarik.

**Kata Kunci: Media QuizWhizzer; Evaluasi Digital; Pendidikan Agama Islam**

## Introduction

Learning Islamic Religious Education, the evaluation process has an important role in measuring the achievement of student competence. However, the reality is that the evaluation used in class is often monotonous and does not involve the active participation of students. This causes low enthusiasm and student understanding of the teaching material. This condition demands innovation through interactive and fun media, so that the learning process is more effective and in accordance with the development of current educational technology. Media utilization in learning can provide a meaningful learning experience for students (Azis, 2021). Learning media is also used as a way to communicate and convey messages to students so that messages are more easily understood (Hamdanah, et al., 2021). Jennah (2018) mentions that the use of learning media will make learning that was previously abstract can be realized to be more concrete.

The use of learning media in the teaching and learning process can arouse desires and interests, generate motivation and stimulation of learning activities, and have a psychological influence on students. The use of learning media will greatly help the effectiveness of the learning process and the delivery of messages and lesson content (Susilawati, et al., 2015).

As Islamic Religious Education teaches moral, spiritual, and social values, an engaging evaluation is necessary to ensure that students not only understand the concepts taught, but are also able to apply them in their daily lives. Therefore, the utilization of QuizWhizzer media as a learning evaluation tool is expected to encourage a deeper understanding of the Islamic Religious Education material on “Becoming a trustworthy person and avoiding usury in buying and selling and debt and credit”.

Problems found during observation showed that evaluation activities at NU Palangka Raya Junior High School, especially in Islamic Religious Education subjects, were still carried out conventionally, such as using written tests or paper-based questions. This method tends to be less varied and sometimes does not attract students to be actively involved in the evaluation process. In fact, students' interest and active involvement are very important in achieving maximum learning outcomes.

The results of interviews with Islamic Religious Education teachers at NU Palangka Raya Junior High School stated that the learning process already has adequate facilities such as the availability of projectors and students are allowed to bring cellphones so this is what makes the author interested in conducting research at NU Palangka Raya Junior High School. Along with the development of digital technology, there are more and more tools and media that can be utilized by educators to make the evaluation process more interesting and interactive.

The results of the needs analysis questionnaire show that the utilization of QuizWhizzer in learning is still limited, with only 44.8% of teachers familiar with this media, while the other 55.2% do not know about it. Nevertheless, the majority of teachers (89.7%) supported its development in PAI subjects because it is believed to increase students' interest and learning outcomes. This finding indicates that QuizWhizzer has the potential to be integrated as a media for evaluation tools in PAI subjects at NU Palangka Raya Junior High School.

The focus of this research is to examine the development process, assess the feasibility level of the developed media, and analyze how students respond to its use in learning. This research aims to provide an alternative digital-based evaluation media that is in accordance with the characteristics of today's students, as well as to answer the challenge of low student interest in the PAI learning evaluation process.

Learning evaluation activities are part of the learning process that is very important to be held to see the development of students in various ways, such as mastery

of material, difficulties faced, and understanding the position of students in the affective, cognitive, and psychomotor domains (Pertiwi et al., 2023). Learning evaluation is the process of activities that must be managed in carrying out an assessment (Mulyani et al., 2023).

Interesting evaluations accompanied by the use of devices will increase interest and positive competition among students in the classroom. One application that can be used to create interactive quizzes with various interesting themes is Quizwhizzer (Janattaka et al., 2023). Easy access to various learning media today can be utilized by educators in developing learning media or evaluation tools through the Quizwhizzer application to achieve educational goals (Ismail et al., 2023). The success or failure of learning apart from the learning model is also from the use of media (Risanjani, 2023).

QuizWhizzer learning media is an online platform that is used as an interactive learning media by teachers in making student evaluation questions (Iskandar et al., 2023). The development of technology in the world of education has led to various learning media innovations (Ilhami et al., 2017). Quizwhizzer is also a game-based learning web, which brings multiplayer activities to the classroom to make training interactive and fun (Agustiningsih et al., 2022).

Quizwhizzer also has some interesting features such as avatars, themes, and music. These features are intended to make students more interested and motivated to answer questions correctly (Anshari et al., 2022). In addition, this game can also stimulate the motivation and enthusiasm of students to answer questions given by the teacher (Yani et al., 2023). Learning with the help of media such as QuizWhizzer can have a big influence on the motivation and activeness of students in the classroom in the digital era like today (Azka et al., 2024)

Research on the use of game-based learning media has been conducted by (Alfianistiawati et al., 2022), with the results of the study showing that the use of educational games such as Quizwhizzer in learning can create a more pleasant learning atmosphere. QuizWhizzer is a web designed to create practice questions in the form of games, in this web there are various choices in making questions. QuizWhizzer is also one of the interactive learning media to help teachers in presenting lessons to be more interesting and not boring (Faijah et al., 2022:7).

## Methods

This study used the Research and Development (R&D) method with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), combined with a descriptive qualitative approach. The ADDIE model was used as a systematic framework in developing evaluation media, while the descriptive qualitative approach was chosen to describe in depth the development process and interpret the data from the validation results and user responses through non-numerical data reinforced by quantitative data in the form of percentages of assessment results. The integration of the two is seen in the process of analyzing needs, developing media designs, to evaluating feasibility and student responses, which are studied descriptively to gain a thorough understanding of the quality and effectiveness of the media. This research was conducted at NU Palangka Raya Junior High School in the even semester of the 2024/2025 school year for a period of two months, from April 10 to June 10, 2025. The main subjects of the research were students of class VIII-2, totaling 16 people. The sampling technique used was purposive sampling, with the criteria that students actively participated in PAI subjects and had received the material “Becoming a trustworthy person and avoiding usury in buying and selling and debt and credit.” Meanwhile, preliminary data on needs were collected from 29 PAI teachers from various schools as initial respondents in the

needs analysis stage. The implementation of the ADDIE stages was carried out operationally in several steps. In the analysis stage, researchers distributed questionnaires to PAI teachers to identify the need for digital-based evaluation media, with results showing that 89.7% of teachers supported the development of QuizWhizzer media. During the design stage, the media was designed based on the needs analysis and student characteristics, including the preparation of evaluation questions aligned with the material and the visual design of the QuizWhizzer platform. In the development stage, the media was created using the QuizWhizzer platform and underwent validation by three experts: a media expert, a question expert, and a questionnaire instrument expert. The implementation stage involved testing the validated media on students of class VIII-2 at SMP NU Palangka Raya. Finally, in the evaluation stage, the effectiveness and acceptance of the developed media were assessed through response questionnaires completed by both teachers and students after using the QuizWhizzer media. The data collection instruments were validation sheets and response questionnaires, which were analyzed descriptively quantitatively by calculating the percentage of scores on a 5-point Likert scale, which describes the assessment categories from “very poor” to “very good”. The assessed aspects include media feasibility, feasibility of evaluation questions, as well as teacher and student responses to the usefulness and practicality of the media in the learning evaluation process.

## **Results and Discussion**

This development research was conducted with the ADDIE development model which goes through 5 stages, namely Analyze, Design, Development, Implementation, and Evaluation. The following is a description of the ADDIE stages carried out:

### **1. Analysis Stage**

At this stage, researchers analyzed the characteristics of students to determine learning styles, obstacles faced, and adjust learning media to the needs and abilities of students. In addition, material analysis was also carried out based on the applicable curriculum so that learning objectives were achieved optimally. The needs analysis was conducted through observation, interviews with PAI teachers, and distributing questionnaires to 29 respondents. The results showed that 58.6% of teachers rarely used technology-based media, although 96.6% stated that the media was very helpful in the learning process. Only 44.8% were familiar with QuizWhizzer, while the rest were not. However, all respondents agreed that learning media should combine text and images to make it more interesting. A total of 89.7% supported the development of QuizWhizzer as an evaluation tool because it is considered capable of increasing students' interest and understanding, while the other 10.3% considered this media could potentially make it difficult for students. This finding shows that although the utilization of technology in learning evaluation is still limited, support for the development of QuizWhizzer media is quite strong and has great potential to be implemented at NU Palangka Raya Junior High School.

This analysis stage is in line with the learning design model developed by Dick and Carey which emphasizes that the first step in the media development process is to conduct a needs analysis. The purpose of this analysis is to find out the difference between the ongoing learning conditions and the expected conditions, so that the media developed can really fit the needs in the field. This approach is supported by various previous research results. For example, (Fitriani, et al., 2021) emphasized the importance of needs analysis in designing digital learning media. Their research shows that proper media planning should be based on the needs of users directly, both students and teachers.

Similarly, (Nurhasanah, et al., 2023) highlighted that media developed without a needs analysis foundation tends to be less effective, especially if it does not consider teacher readiness and learner characteristics. This needs analysis becomes a strong basis in the process of designing effective and relevant learning media at NU Palangka Raya Junior High School.

## 2. Design Stage

In this second stage, researchers must create or plan a learning evaluation tool that will be used in research, including various stages carried out by researchers, namely, determining learning materials, question grids, question items and designing QuizWhizzer media as shown below:

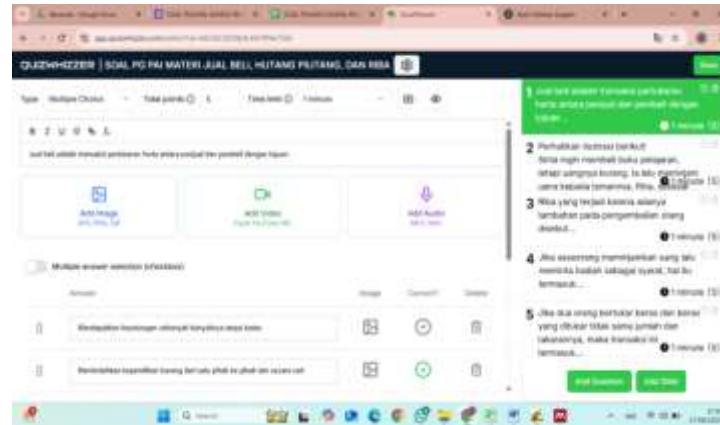


Figure 1. Loading questions into QuizWhizzer

On the display, the researcher fills in the questions with a multiple choice format, sets a time limit of 1 minute, and determines the correct answer key. Supporting features such as adding images, videos and audio are also available to enrich the questions. The list of questions that appear on the right side of the screen reflects the systematic structure of the quiz and makes it easier for teachers to organize digital learning evaluations.



Figure 2. QuizWhizzer game board design

This path is the trajectory that learners must follow while answering the questions. Each number indicates the sequence of questions from number 1 to 20. When students answer the questions correctly, their avatars will move forward along the path. This game board was designed using the help of the Canva application, then uploaded to the <https://quizwhizzer.com> platform by entering the questions that have been compiled previously. Once the creation process is complete, learners can access the game easily through the link or scan the barcode provided.



### 3. Development Stage

In this third stage, it is focused on realizing the product to be made after being conceptualized at the design stage. If this learning evaluation tool has been completed in the design, the next step is to review it from several experts. There are media expert validators, question expert validators, and teacher and student response instrument validators. To get a percentage of the feasibility level of developing QuizWhizzer media as an evaluation tool that displays valid data as follows :

#### a. Media Expert Validation Results

Based on the results of expert validation of the quiz-based learning media developed, a score of 84 out of a maximum total score of 85 was obtained. The percentage of eligibility reaches 98%, which is included in the very feasible category and does not require revision in the visual design aspect of the QuizWhizzer game board. However, there is one input from media experts, namely on the rules of the game so that questions that are answered incorrectly do not need to be repeated, so that the flow of the game remains effective and does not confuse students.

These high validation results are in line with similar studies that developed interactive learning media. For example, research by (Febrina et al., 2023) on the development of animated media showed media expert validation results of 91.4%, with the conclusion that the media is very feasible to use in learning. Similar research was also conducted by (Juhaeni et al., 2023) who developed educational game media with expert validation results of 90%, and suggested improvements to the rules of the game to make it more in line with the flow of thinking of students. Thus, the 98% validation result on QuizWhizzer media shows that the media has met the feasibility standards from the visual and technical side, and is ready to be used as an evaluation tool for PAI learning at SMP NU Palangka Raya, with minor improvements to the game rules based on expert input.

#### b. Results of Validation of Teacher and Student Response Questionnaire Instruments

Based on the results of the teacher response questionnaire validation of the learning media, the total score obtained was 49 out of a maximum score of 60. If converted into a percentage, the value reaches 81.67%. With this percentage, the teacher response questionnaire instrument is included in the “Appropriate, revised as necessary” category for use in this study. This shows that in general the questionnaire can be used to measure teachers' responses to the media, although it still requires some refinement. Revisions were made based on the validator's suggestions, especially in the aspects of clarity of items and integration between indicators.

Meanwhile, the validation results of the student response questionnaire showed a total score of 50 out of a maximum total score of 60, or equivalent to a percentage of 83.33%. Just like the teacher questionnaire, the student questionnaire instrument is also included in the “Appropriate, revised as necessary” category. These results indicate that from both the teacher and student sides, the questionnaire instrument developed has met the eligibility criteria to be used as a data collection tool in research.

This process is reinforced by research conducted by (Resa et al., 2022) who developed learning evaluation media based on Wordwall educational games. In this study, the validation of student and teacher response questionnaires showed a percentage of eligibility above 80% each, which was classified as a category worth using with necessary revisions. This research shows that instruments that have gone through the validation process by experts and obtained a minimum score of 80% have met the eligibility requirements, and can be relied upon in exploring user perceptions and responses to digital media in learning. Thus, the use of similar instruments in this study is on the right track, both methodologically and based on previous research practices.

### c. Problem Expert Validation Results

Expert validation of the questions was carried out in two stages to ensure the quality of the items developed, covering three main aspects, namely material, construction, and language and writing. In the first stage, the validation results showed that the material and construction aspects were still relatively low, each only scored 60%. Both were categorized as "lacking" and considered not suitable for use because there were still many shortcomings that needed to be corrected. Meanwhile, the language and writing aspects scored 86.67% and were categorized as "good", so they only required minor revisions.

Based on the evaluation and input from experts, researchers made improvements to the content of the questions by adjusting them to the learning objectives. After the revision, the second stage validation showed very satisfactory results. The three aspects, namely material, construction, and language and writing, each obtained a score of 97.5%, which is included in the "very good" category. Thus, the questions were declared very feasible to use and did not require further revision.

This improvement occurred because the researcher made revisions based on expert input, such as improving the wording of the questions and adjusting the questions to the learning indicators. The revisions improved the clarity and measurability of the questions, so that the experts assessed the quality much better in the second stage.

This finding is reinforced by research conducted by (Cahyanti et al., 2019) which states that in the development of PAI evaluation questions, the validation process by material and evaluation experts resulted in a significant improvement in the quality of the questions after revisions based on expert input. Similar results were also reported by (Anshari et al. 2024) where a number of questions that were invalid at the initial stage were revised and retested until they met the eligibility requirements as evaluative instruments. Thus, the validation process carried out in this study has followed scientific standards and proven practices in the development of digital media-based learning instruments.

Table 1. Expert Validation Results

Component	Score	Category
Media Expert	98%	Very feasible
Teacher Response Questionnaire	81.67%	Feasible, revised as necessary
Student Response Questionnaire	83.33%	Feasible, revised as necessary
Problem Before Revision	60%	Less feasible
Problem After Revision	97.5%	Very feasible

Based on the results of media expert validation, QuizWhizzer was declared very feasible (98%). The evaluation questions which were previously only 60% in the material and construction aspects increased to 97.5% after revision. Teacher and student questionnaires also met the eligibility criteria with some minor revisions.

### 4. Implementation Stage

At this stage, before carrying out the trial in class VIII-2 SMP NU Palangka Raya, the researcher first tested the evaluation questions to 30 ninth grade students by analyzing the help of the ANATES program. This initial trial aims to analyze the quality of the questions from the aspects of validity, reliability, difficulty level, differentiating power, and the function of the examiner. The results of the analysis showed that the questions had high reliability (0.86), the dominant difficulty level was "easy", the differentiating power was good, and the validity was mostly significant. The questions were considered

suitable for use because they were able to measure mastery of the material thoroughly and differentiate students' abilities effectively. After the initial trial in class IX, the researcher continued the implementation stage by testing the evaluation questions based on QuizWhizzer media to students of class VIII-2 SMP NU Palangka Raya. During the implementation, students showed high enthusiasm and seemed very happy to participate in the activity. Some students even directly said that they felt more motivated in doing the evaluation because it looked interesting and different from conventional evaluations.

The learning results obtained also showed significant variations. Based on the score data from students who actively participated in the trial, the highest score was 90 and the lowest score was 50, with an average of 72.3. Most students scored between 65 to 80, which falls into the fair to good category. This diversity of scores indicates that the media and questions developed are able to reach various levels of student ability and provide a comprehensive picture of mastery of the material.

These implementation results are reinforced by similar findings in a study at MTs Negeri 1 Ciamis, where a student said that “interest in learning increased to 92.8% after the application of game-based quiz media in learning” (Athiyyah et al., 2024). This statement is in line with the response of students at SMP NU Palangka Raya who felt that the attractive media display, game system, and interactive features made the evaluation fun and challenging.

QuizWhizzer as a digital-based evaluation media has been widely researched from various learning contexts. An international study by (Dohny et al., 2024) showed that the use of QuizWhizzer in English vocabulary learning significantly improved student achievement, with an effect size value of 1.223. This finding reinforces the potential of QuizWhizzer as an effective gamification media in improving learning outcomes.

Not only from the students' side, the responses from PAI teachers at SMP NU Palangka Raya also gave positive responses to this media. Teachers considered that QuizWhizzer helped create a more lively evaluation and encouraged interaction between students. This finding is in line with the research results (Khoirun Nisa, et al., 2024) which reported that “game-based learning increases student enthusiasm”. Both findings suggest that a game-based approach not only increases individual student engagement, but also strengthens the social aspects of learning. Overall, the implementation of QuizWhizzer media showed very positive results, both in terms of student learning outcomes and user responses. This media has succeeded in creating an evaluation that is not only technically effective, but also fun in delivering Islamic Religious Education material, especially related to buying and selling, usury, and debt and credit.

## **5. Evaluation Stage**

As part of the evaluation stage, researchers distributed questionnaires to teachers and students after the use of QuizWhizzer media in learning. This questionnaire was used to assess the ease of use, visual appearance, clarity of instructions, and the extent to which the media helped understanding the material.

Based on the questionnaire results, the teacher gave a score of 55 out of a total of 60, which is equivalent to 91.67% and is included in the “very good” category. This shows that QuizWhizzer media is considered very effective and suitable as an evaluation tool, both in terms of content, appearance, and function in supporting learning.

Meanwhile, the questionnaire results from students showed a total score of 908 out of a maximum of 1,280, with a percentage of 70%. This score is in the “good” category, which indicates that there are still barriers that affect, such as some students are not familiar with the game-based digital evaluation format. This shows the need for adaptation and training before QuizWhizzer media is used. These findings are reinforced



by research conducted by (Anyan et al., 2024), who developed Quizizz-based interactive media to increase student learning motivation. In the study, the validation results showed that the media was rated as very feasible by experts, and the student response questionnaire reached 75% in the good category. This proves that digital quiz-based media can be well received by students and support the achievement of learning objectives. Therefore, the use of questionnaires as a user evaluation tool has also been proven effective in measuring the quality and acceptability of learning media. (Juliani et al. 2025) asserted that digitalization in the PAI curriculum does provide opportunities such as easy access to information and flexibility of learning.

## Conclusion

Based on the results of research and development conducted, it can be concluded that QuizWhizzer media is feasible to use as an evaluation tool in learning Islamic Religious Education at NU Palangka Raya Junior High School. This media is proven to increase student participation and interest in learning, especially in understanding the material of buying and selling, usury, and debt and credit, through a fun and interactive evaluation approach. Practically, Islamic Religious Education teachers can utilize this media as an evaluation solution that is relevant to the characteristics of students in the digital era. For developers, QuizWhizzer can be used as an initial reference in designing similar media that is integrated with the curriculum and user-friendly. With further development, this media has the potential to support the improvement of the quality of Islamic Education learning more broadly and sustainably.

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