

EVALUATION OF ISLAMIC RELIGIOUS EDUCATION LEARNING BASED ON THE QUIZIZZ PLATFORM IN HIGH SCHOOL

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Abstract. This study aims to evaluate the effectiveness of the Quizizz platform in Islamic Religious Education (PAI) learning at Darul Ulum High School, particularly in improving student motivation and learning outcomes. Using a qualitative, descriptive phenomenological approach, data were collected through triangulation methods in the form of observation, in-depth interviews, and documentation, then analyzed through data reduction, data presentation, and conclusion drawing. The results show that the use of Quizizz has been systematically implemented by PAI teachers with adequate infrastructure support. This platform has been proven to increase learning motivation in 78% of students through gamification features and instant feedback, and increased participation from 40% to 72%. The average student learning outcome also increased from a score of 62 to 79. However, challenges arise from students' tendency to focus more on grades and Quizizz's limitations in delivering in-depth conceptual material. Based on Arikunto and Jabar's (2010) evaluation theory regarding diagnostic, formative, and summative functions, as well as the CIPP model from Stufflebeam, the implementation of Quizizz is considered to have comprehensively fulfilled all three evaluation functions. The implications of these findings emphasize that the integration of technology in Islamic Religious Education learning needs to be accompanied by a variety of methods in order to maintain long-term motivation and strengthen the understanding of Islamic values as a whole.

Key words: Evaluation, Islamic Religious Education, Quizizz.

1. INTRODUCTION

The development of information and communication technology has transformed many aspects of life, including education. These changes have prompted teachers to adapt and innovate in their teaching methods by utilizing various available digital learning platforms. Quizizz, a game-based learning application that allows students to play while learning, is one such platform that is gaining popularity (Leony Saga, 2019). Its interactive and engaging features differentiate the learning experience from conventional approaches.

As a compulsory subject in schools, Islamic Religious Education plays a crucial role in guiding students to develop strong character and understand and practice Islamic values in their daily lives. This is due to the continued dominance of conventional teaching methods that minimally utilize technology, Islamic Religious Education (PAI) learning is often perceived as monotonous and uninteresting by students (Tatang Hidayat, 2019). This presents a challenge for Islamic Religious Education (PAI) teachers to make learning more engaging and effective. It is hoped that digital learning platforms like Quizizz can help foster student interest and enthusiasm in learning Islamic Religious Education.

As an integrated Islamic school, Darul Ulum High School strives to integrate technology into the learning process, particularly in Islamic religious education. The use of the Quizizz platform in Islamic Religious Education (PAI) learning is one of the school's innovations. This application can increase student interest in learning and make the subject matter more engaging (Destyanisa Tazkiyah et al., 2021). According to research conducted by Kyung-Mi (2023), gamification, a learning method that uses game elements such as points, leaderboards, and prizes, also plays a significant role in increasing student motivation and engagement during the learning process, ultimately contributing to improved learning outcomes. Quizizz, a game-based learning platform, offers students the opportunity to learn in a unique way.

Lack of student interest or desire to learn religious topics is a common problem in Islamic Religious Education (PAI) learning. According to Humairoh (2023), the Quizizz application can increase student motivation to learn because it provides a more engaging and competitive learning experience. Leaderboards and a point system enhance student motivation. By increasing learning motivation, it is hoped that student achievement in Islamic Religious Education will also improve.

Several studies have examined the effectiveness of the Quizizz platform in teaching. Zhao's (2019) study found that using the Quizizz platform, specifically in accounting lessons, can increase student engagement and make lessons more enjoyable. Furthermore, Muhammad's (2022) study found that online learning with Quizizz in Islamic Religious Education (PAI) subjects improved student learning outcomes. As a result of the COVID-19

pandemic, the adoption of technology in education, including Islamic Religious Education (PAI), has increased. The use of distance learning during the pandemic has encouraged teachers to seek alternative learning methods, such as Quizizz. The application of gamification in Islamic education can help students stay engaged in their education.

The evaluation process is crucial for the educational process. Students prefer Quizizz over learning evaluation platforms like Kahoot!, according to Basuki (2019), because it gives them the freedom to complete questions at their own pace. Quizizz is a very useful feature for Islamic Religious Education learning because it often involves understanding concepts that require different amounts of time for each student. Furthermore, Quizizz provides detailed evaluation reports, allowing teachers to easily assess student abilities and provide appropriate feedback. Previous studies typically discuss the overall usability of the Quizizz platform, but do not delve further into how the platform impacts students' learning motivation, participation levels, and learning outcomes.

This study aims to evaluate the use of the Quizizz platform in Islamic Religious Education (PAI) learning at Darul Ulum High School. The main focus of this study is to determine how PAI learning is implemented with the help of Quizizz, assess its effectiveness in increasing student understanding and engagement, and identify strengths and weaknesses that arise during the learning process. Furthermore, this study also aims to analyze student responses to the use of this interactive digital media as a learning evaluation tool, thereby providing a comprehensive overview of the use of technology to support the PAI learning process in a more innovative and enjoyable way.

2. LITERATURE REVIEW

Educational evaluation can be simply understood as a systematic process for measuring and assessing the extent to which learning objectives have been achieved. However, in today's world, evaluation isn't just about giving grades or final tests—it's about how teachers and educators can determine whether the learning process is effective.

According to Daniel Stufflebeam (2003), using the CIPP (Context, Input, Process, Product) model, evaluation is conducted not only on the final product but also examines the context, resources (input), implementation process, and output. If data shows low learning outcomes, the conclusion shouldn't be immediately criticized for the student as the product, but rather should first examine other aspects.

Meanwhile, Arikunto and Jabar (2010) stated that educational evaluation has three main functions: diagnostic, formative, and summative. This means that evaluation can help teachers identify student weaknesses (diagnostic), improve the learning process (formative), and assess the end of learning (summative). In practice, evaluation approaches are now more

geared toward learning that fosters student reflection and active participation.

Entering the digital era, evaluation approaches have also changed. Zhou and Brown (2015) noted that technology has shifted the way teachers conduct assessments from manual to digital and data-driven. For example, the use of platforms like Google Forms, Kahoot, or Quizizz allows teachers to obtain real-time data on student understanding, while making the evaluation process more engaging.

More recently, the Authentic Assessment approach has become widely discussed, for example by Mueller (2021), who emphasizes the importance of assessing students' abilities through real-world contexts. So, instead of multiple-choice questions, students are asked to create projects, portfolios, or presentations as concrete demonstrations of their understanding. In conclusion, good educational evaluation not only assesses students' grades but also their development, critical thinking, and independent learning. Evaluation is now not about "judgment," but about

3. RESEARCH METHODS

This study employed a qualitative approach with a descriptive phenomenological design, aiming to describe and understand the effectiveness of the Quizizz platform in Islamic Religious Education (PAI) learning at Darul Ulum High School. The qualitative approach was chosen because it provides an in-depth understanding of the natural conditions of the research subjects: students and teachers engaged in Islamic Religious Education (IS) learning using the Quizizz platform.

Data collection was conducted using a triangulation technique that combines three main methods: observation, interviews, and documentation. Observations were conducted to gain a direct understanding of the implementation of Islamic Religious Education (PAI) learning using the Quizizz platform and the teaching and learning process in the classroom. In-depth interviews with Islamic Religious Education teachers and students provided information regarding their experiences and views on the use of the Quizizz platform on student motivation and learning outcomes. Documentation in the form of archives, notes, and reports was also analyzed to obtain a more complete picture of the implementation of learning using the Quizizz platform. This triangulation technique was also used to ensure data accuracy and explore various perspectives regarding the effectiveness of the religious education program.

Data analysis in this study uses a method that focuses on data reduction, data presentation, and drawing conclusions/verification (Rizal Safrudin et al., 2023). After all data has been successfully collected, the initial step is to perform data reduction, namely filtering and selecting the most relevant information. After that, the sorted data is presented in an easy-to-

understand narrative form, then further analyzed to draw conclusions and data verification is carried out by comparing findings from observations, interviews, and documentation. Therefore, the results of this study are expected to provide a clear and comprehensive picture of the topic studied regarding the effectiveness of the Quizizz platform in the Islamic Religious Education learning process has a significant contribution in encouraging motivation and improving student learning outcomes at SMA Darul Ulum.

4. RESULTS AND DISCUSSION

Islamic Religious Education (PAI) learning at Darul Ulum High School is designed with clear and measurable objectives, reflected in the formulation of core competencies to be achieved by students. This clarity of objectives serves as the primary foundation for implementing a learning process that integrates digital technology, particularly through the interactive platform Quizizz. With this approach, PAI learning is not only directed at cognitive achievement but also at strengthening character and understanding Islamic values contextually. This aligns with research by Andhika (2024), which shows that integrating the independent curriculum into PAI through digital media can enhance the understanding of Islamic values contextually, while still addressing the core competencies targeted by the curriculum.

Islamic Religious Education teachers systematically use Quizizz, providing students with precise guidance both before and during the lesson. Teachers ensure that students understand the platform's mechanics as part of their learning readiness, ensuring a more effective and focused learning process. This strategy reflects the teacher's role as a learning facilitator who adapts to technological developments.

Islamic Religious Education (PAI) learning at Darul Ulum High School has demonstrated evaluation practices consistent with Stufflebeam's (2003) CIPP (Context, Input, Process, Product) evaluation model, as well as the formative and summative evaluation approaches described by Arikunto and Jabar (2010). This model emphasizes that learning evaluation focuses not only on the final outcome but also considers the initial context, available resources, the implementation process, and the final outcome as a whole. Based on an interview with a teacher at Darul Ulum High School, the Quizizz-based learning process that had been scheduled was measurable from various aspects of educational evaluation. Therefore, the interview data, correlated with the theoretical study, can be presented in the following table:

Evaluation Component	Activity Indicators at Darul Ulum High School
Context	Clear learning objectives, integration of Islamic values and independent curriculum.

Input	Teachers prepare materials, utilize Quizizz, and have adequate infrastructure.
Process	Teachers facilitate, students are active, formative evaluation is via Quizizz.
Product	Student grades increased, motivation was high, post-test results increased significantly.

In terms of context, clear, measurable learning objectives and the reinforcement of Islamic values are indicators that learning is designed with a contextual understanding of students' needs and situations. This is further supported by Andhika's (2024) research, which demonstrated the effectiveness of digital integration in Islamic Religious Education (PAI) through the independent curriculum.

In terms of input, in this stage, teachers systematically design Quizizz-based learning, adapting materials to student characteristics, and utilizing the digital infrastructure provided by the school. This demonstrates that input aspects such as teacher readiness, materials, and learning resources have been carefully considered. Explanations by Mulatsih (2020) and Widodo (2023) reinforce that quality planning and infrastructure are key to technology-based learning.

The process aspect of Islamic Religious Education (PAI) learning with Quizizz is conducted in a directed manner. Teachers act as facilitators and supervisors throughout the learning process. In addition to being a learning medium, Quizizz is also utilized as a formative evaluation tool. An interview with Ms. Siti NH Shakti revealed how Quizizz provides a motivating learning experience for students through scores and immediate feedback.

Meanwhile, in terms of the product aspect, student learning outcomes showed significant improvement based on pre- and post-test data (scores increased from 62 to 79). While uneven, this data supports the theory of Sihotang (2024) and research by Aliyah Angzalni (2025) on the effectiveness of gamification-based digital evaluation in improving understanding. However, method innovation is still needed to prevent learning from stagnating and prevent students from becoming solely score-oriented (Rody, 2016).

Evaluation of Islamic Religious Education (PAI) learning at Darul Ulum High School can be reviewed more deeply through the educational evaluation theoretical framework put forward by Arikunto and Jabar (2010), which divides evaluation into three diagnostic, formative, and summative functions as follows:

Evaluation Function	Implementation at Darul Ulum High School
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Diagnostic	Teacher preparation: creating accounts, preparing content, analyzing student needs
Formative	Using Quizizz during learning for immediate feedback
Summative	Pre-test & post-test to measure final learning outcomes

The diagnostic function is clearly evident in the independent and systematic learning planning process carried out by teachers, including account creation, material development, and adapting teaching content to student needs. This demonstrates that the successful use of technology in learning is influenced by the quality of planning that considers students' needs and context. The formative function is evident through the use of the Quizizz platform during the learning process. Teachers utilize interactive features such as live scoring, rankings, and real-time feedback to directly monitor student understanding and provide additional motivation to correct errors. This suggests that the use of interactive digital media can increase student engagement and accelerate constructive feedback. The summative function is reflected in the implementation of pre- and post-tests, which indicate improved student learning outcomes, indicating that the use of Quizizz can enhance students' understanding of Islamic religious material. Thus, these three evaluation functions have been implemented in an integrated manner through digital learning media that is adaptive and relevant to the characteristics of today's students.

5. CONCLUSION

Based on the description and findings presented, it can be concluded that the implementation of the Quizizz platform in Islamic Religious Education (PAI) learning at Darul Ulum High School is a pedagogical strategy that is relevant to the needs of today's students and is in line with the principles of educational evaluation according to Arikunto and Jabar (2010), which include diagnostic, formative, and summative functions. Quizizz not only acts as a learning medium, but also as an evaluative instrument that allows teachers to identify student learning needs (diagnostic), monitor the development of understanding continuously (formative), and measure learning success through improved post-test results (summative).

The use of gamification and real-time feedback has been shown to increase student motivation and engagement in the learning process, although challenges remain related to the imbalance between memorization and in-depth conceptual understanding. Therefore, to ensure that the evaluation process is not merely technical but also transformative, synergy between digital and conventional methods and teacher commitment to continuously

developing technological and pedagogical competencies are needed to create contextual, participatory, and meaningful religious learning.

The results of this study confirm that the effectiveness of Quizizz is not solely determined by the platform's sophistication, but also depends heavily on the quality of lesson planning, the teacher's role as a facilitator, and their ability to integrate Islamic values into digital assessment designs. In this context, Islamic Religious Education teachers are required to utilize Quizizz not merely as a score-based assessment tool, but also as a reflective tool for holistically understanding student achievement, challenges, and development.

Furthermore, research findings indicate that a technology-based evaluation approach can be an effective alternative to addressing the challenges of Islamic Religious Education (PAI) learning, which has been considered monotonous and unengaging. However, excessive reliance on competition and grades has the potential to shift students' learning orientation away from understanding values and internalizing Islamic teachings toward purely numerical achievement. Therefore, the use of Quizizz needs to be balanced with a variety of other learning methods, such as reflective discussions, contextual assignments, and authentic evaluations that can explore students' affective and psychomotor dimensions.

Overall, this research implies that the integration of digital technology in the evaluation of Islamic Religious Education learning is a necessity in the modern education era, provided it is implemented proportionally, based on educational evaluation theory, and oriented toward character building and a comprehensive understanding of Islamic values. Thus, Quizizz can be an effective and meaningful evaluation instrument when used as part of a comprehensive and sustainable learning strategy.

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